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# National Parent-Teacher

*The Official Magazine of the National Congress of Parents and Teachers*

SEPTEMBER

15 CENTS



*In This Issue:* THE HOMEMAKER TAKES OVER: Afton Smith • PICTURES AND PEOPLE: Bruno Lasker • LET'S "TAKE IT!": Ada Hart Arlitt • DEMOCRACY AS A GREAT SOCIAL FAITH: George S. Counts • DO ADOLESCENTS NEED PARENTS? Katharine Whiteside Taylor • PREPARING FOR THE NEWCOMER: Harold H. Anderson • WITH EMPHASIS UPON NUTRITION: Miriam E. Lowenberg • GROWING WITH BOOKS: Carol Rylie Brink

*Objects* OF THE  
NATIONAL CONGRESS OF  
PARENTS AND TEACHERS

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**T**o promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



*Editorial*  
*8-2-43*

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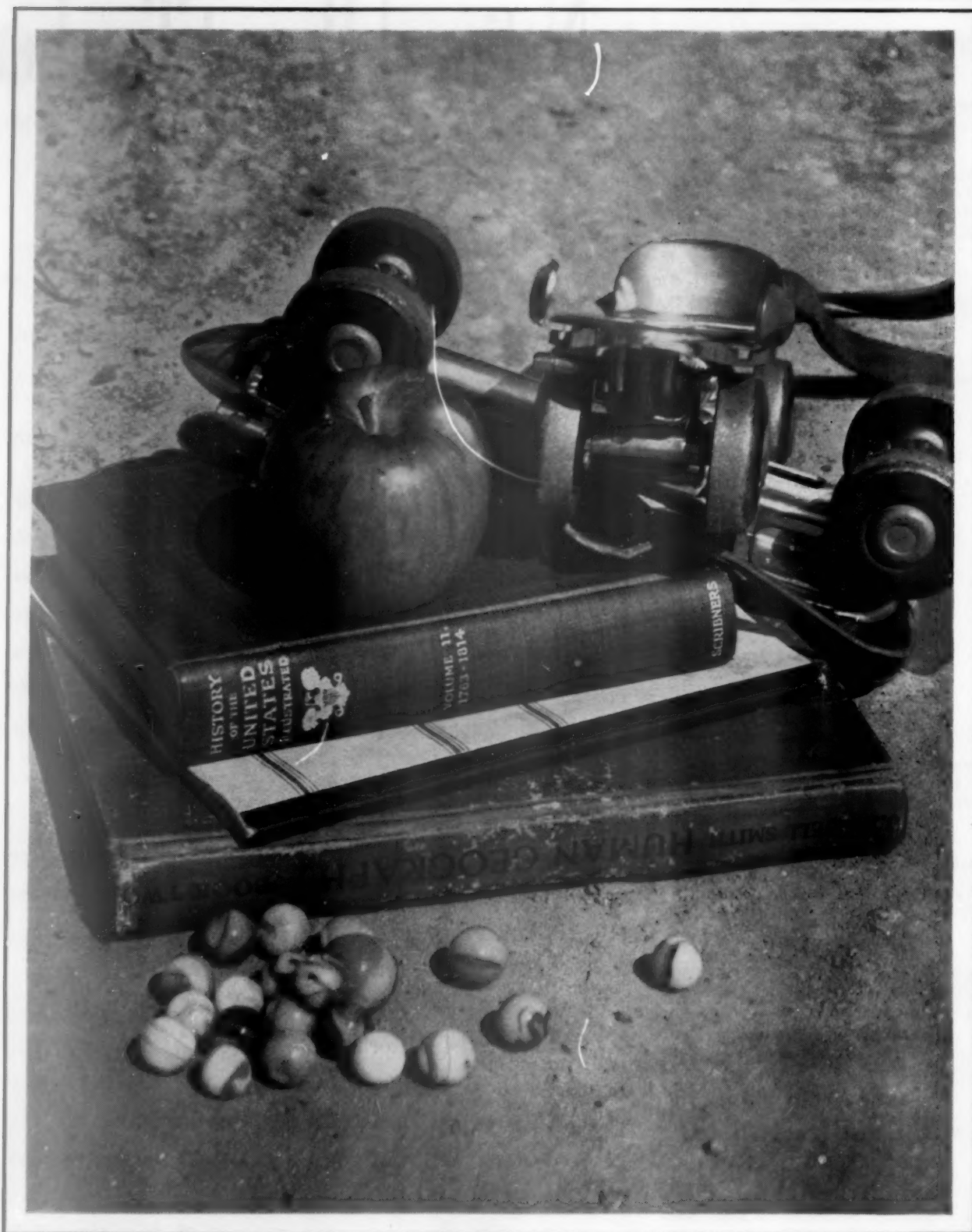
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I remember the gleams and glooms that dart  
Across the schoolboy's brain;  
The song and the silence in the heart,  
That in part are prophecies, and in part  
Are longings wild and vain.

And the voice of that fitful song  
Sings on, and is never still:  
A boy's will is the wind's will,  
And the thoughts of youth are long, long thoughts.

HENRY WADSWORTH LONGFELLOW

# The President's Message

## Ring Out, School Bells, Ring Out

THE picture of the whining schoolboy, with his satchel and his shining morning face, "creeping like snail unwillingly to school," may have been descriptive of school children in Shakespeare's time, and perhaps it is descriptive even of children of my generation. But surely it does not fittingly represent 1941 children or 1941 schools? With the variety of intriguing experiences offered to children in the modern school, with the unlimited opportunity for discovering the *why* and the *how* of all the interesting devices that make up today's living, the child who goes "unwillingly" to school is the exception.

It is the beginner who looks forward eagerly to the opening of school; the reluctant one is usually the child with several years of school experience. Despite the inferences of cartoonists and humorists that a distaste for school is the thing to be expected, such a distaste is actually a warning signal to the alert parent or teacher that all is not well.

Perhaps the problem is physical; it may be poor vision or poor hearing. But either of these can be remedied. Perhaps it is emotional, caused by the child's effort to make social adjustments beyond his understanding or his capacity for achievement. But whatever the cause may be, the years of school are so important that nothing, nothing at all, must be allowed to frustrate the child in his efforts to obtain their full value. We have long recognized the importance of these years to the development of the individual. Today we cannot overestimate their significance in the molding of our social order.

The importance of preparation for entering school cannot, therefore, be too strongly emphasized; not merely preparation for the first year, but preparation for the fifth year, the eighth year, and every school year thereafter. It is evident today that preparation means more than buying sturdy shoes and warm sweaters. It means the check-over by the family physician; it means the building up of emotional stability and social adaptability. It also means the establishment of wholesome relationships between home and school, and this can never be overlooked. If within the next decade there is a notable increase in the number of persons who are sufficiently informed, sufficiently enthusiastic, and sufficiently courageous to make a frontal attack on the problems which confront us here in America, it will be due to the kind of preparation which is here defined—physical, mental, social, and spiritual.

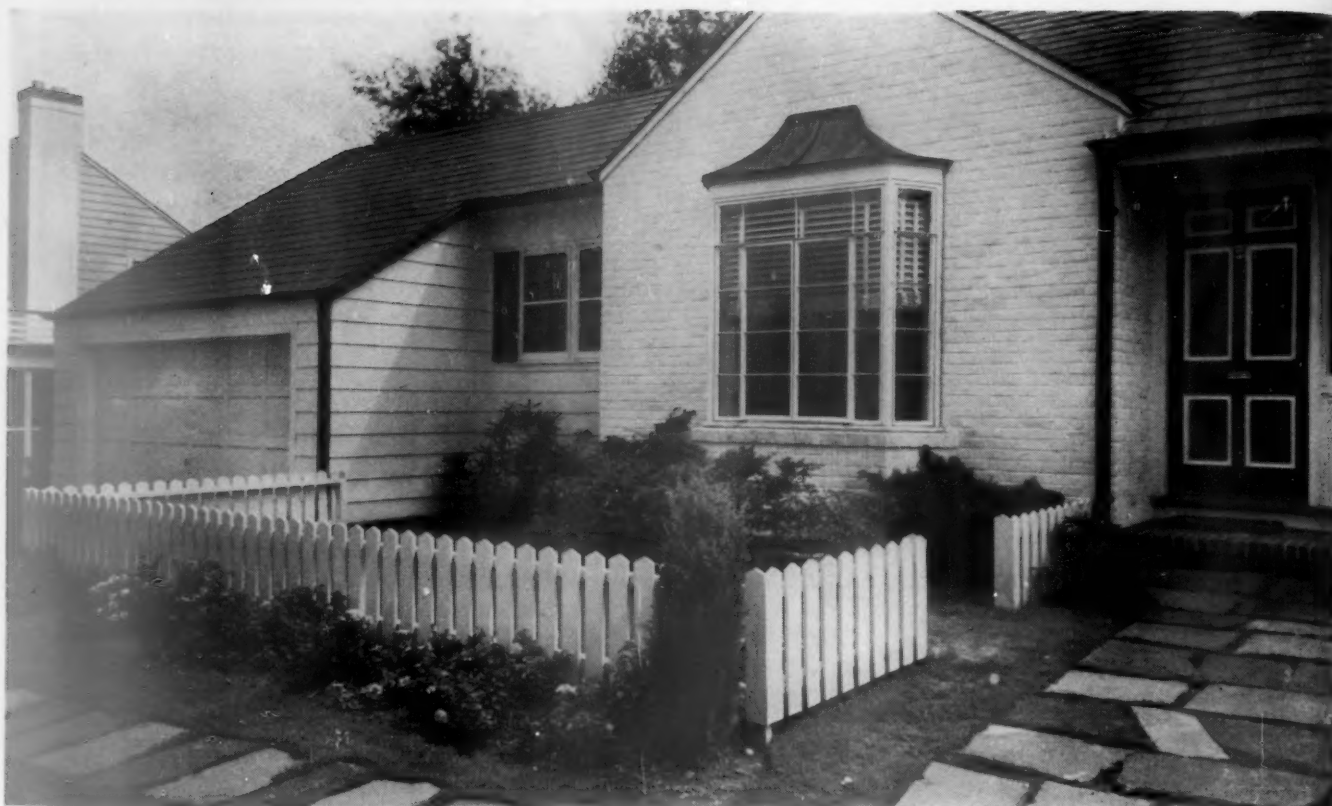
WHEN in September the school bells in the United States ring out, they will call eager, happy children. These school bells will also be calling a citizenry to their support. For school children are essential for the preservation of American ideals; they are as truly symbolic of the victory of these ideals as the dramatic "V" has become of victory in war. Summoned too will be teachers who will face their duty untrammelled by political dictates—teachers, those tireless workers who have for centuries been charged with the responsibility of sowing the seeds of freedom and liberty and whose chief task it will always be to prepare children for a spiritual and rational life.

Preparedness, as a watchword, need not and should not, then, be confined to defense. Preparedness is essential for every worth-while undertaking in life. Ours is the central task of preparing children for a happy, successful school year. Of all the indispensable things that we must give them while they are striving to adjust themselves to a changing world, none is more important than this preparation. And the result? Children so prepared can better learn both the obligations and the satisfactions of democracy.



*Virginia Klefz*

President,  
National Congress of Parents and Teachers



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# The *Homemaker* Takes Over

AFTON SMITH

**R**EVILLE sounds at five or six in the morning, when the alarm clock goes off. The homemaker rises as promptly as the soldier in camp, dresses as quickly and as neatly. She puts on a fresh house dress, and, instead of standing at attention as a flag goes up, she steps out for a moment into her flower garden, beautiful in the morning freshness. There she finds strength for the day. If she has only a window box or a potted plant on the window sill, she may still renew her courage with a bit of beauty. She absently plucks off a withered leaf as she plans her day's campaign in the quiet of the house before the children awake.

She goes into the kitchen to prepare breakfast. Immediately she is faced with the need for ways of doing things better than ever before. New skills are required to build defense within the modern home. If she has to lay and light a fire in the old wood or coal cookstove of her grandmother's day, as much time and emotional energy are consumed, especially when the fire won't burn, as it would take to see the family through the entire morning meal. If she uses modern gas or electric equipment, she must know how to con-

serve not only time and energy, but also fuel, for the sake of the family budget; a budgeted income is becoming more and more essential to both national and family defense. The



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method of planning and arranging what goes into the oven for dinner is different from that of the cookstove days.

### One Hundred Per Cent Energy from the Food Dollar

THE food that goes on the table requires more intelligence in its selection if she is to look to the health of her defense unit. The homemaker of today does not need to be a chemist, but she does need to know about some of the things which the food chemists have discovered. She needs to know about "enriched" flour—what it is, how good it is, its cost, and the need for what it contains, although it first became available for practical use less than a year ago. She needs to know whether irradiated milk does what the advertisers claim for it, and, if it does, how to use it; and in these days she needs to know all about cod liver oil in its several forms. She must know in which foods Vitamins A, B, C, and D are hidden, to say nothing of the several other vitamins more recently discovered. She must continue to feed her family balanced meals.

If she is a good defense major, she knows her canned-goods code; she knows what the labels A, B, C, and D mean; she is able to interpret the terms "fancy," "choice," and "standard" in deciding how much money to spend on a can of tomatoes. Some knowledge of the difference between the terms "informative labeling" and "descriptive labeling" should make her a more intelli-

**SOME new skills which the homemaker will need in preparation for defense. The importance of the home in a defense program. This article is the first in the parent-teacher study course, "Defense Begins at Home."**

gent defense agent. She will care for her family more intelligently if she knows that there are food standards set up both by the U. S. Government and the National Consumer-Retailer Council and if she knows how to use these standards to protect her family. A very worth-while part of a study group discussion of this lesson might include a simple explanation of these standards and the trade names for them. References for this information are supplied on page 35.

### More Wear, Less Tear, for Your Dollar

IN THE afternoon, if the homemaker goes shopping for clothes for the family, she will need a fund of new knowledge and new skill in buying. To judge the quality of cloth she must know more than whether it is all wool, pure linen, genuine silk, or cotton that won't fade. In fact, few of the fabrics which she will inspect are made of any of these. She must become familiar with such terms as nylon, lanital (casein wool), and acetate rayon. It is not enough to know the term rayon alone, for it has several meanings. In order to determine the quality of the new fabrics chemical analysis is usually necessary. The homemaker cannot be a chemist, but she can be a good citizen defending her own rights and those of other buyers and, incidentally, helping to protect honest merchants. To do this she may invoke a law which became effective in July 1941, called the Wool Products Act. This law requires that all wool products except carpets, rugs, and upholstery must be labeled to show the percentage of the various types of wool and other fibers used in their manufacture.

There are also laws requiring labels on rayons of various kinds. Manufacturers and the National Consumer-Retailer Council, Inc., are working together on a system of informative labels which the homemaker may use as a guide in buying unfamiliar fabrics. Some of these labels are already in use. It is her privilege and duty to inspect these labels carefully. If they are used falsely, it is her duty as a defender of the home budget to report the facts to the proper authorities. A label approved by the National Consumer-Retailer Council, Inc., may be depended upon, and reliable merchants will welcome the homemaker's assistance in uncovering unfair competitors who use



© Harold M. Lambert

dishonest labels. Only the consumer, who is usually the mother of the family, can make this law effective in defense of the home.

The homemaker needs to know how to buy slips and petticoats, sheets and towels; even in the purchase of a kitchen knife intelligence comes into play, for some knives have inflammable handles. The wise homemaker will patronize reliable stores, and she will make use of all available information. Much valuable material may be secured from such sources as *The Consumer's Guide* and the references listed for this lesson. Careful buying is good defense.

Careful buying also means buying no more than is needed for a satisfying life. We may let advertising convince us that because all the best families have certain gadgets we must have them too; then we are forced to economize on essential family satisfaction here and to take an hour away from family life there to stretch the budget to pay for our new possessions. We are so tense each month when the installments come due that true family living is disrupted, and our defense, to that extent, breaks down.

A young girl from a moderately well-to-do home not long ago went to call on a friend who had recently married the son of a millionaire. She came away with a sensible observation, which I think was not a mere sour-grapes defense. She said, "I never saw so many things in a house before. I should hate to live there." It is to be hoped that we shall not have to sacrifice good standards, but children and parents may discover new experiences together as they work out new methods of meeting good standards.

A clever homemaker soon learns to use her equipment skillfully and reduces the mechanical part of her job to a well-organized minimum of demands on her time and energy. She must do this, because her job as a homemaker involves more important work still. She must also be a teacher, and she is called upon today to teach something which for at least a generation has been regarded as out of date. This something is patriotism.

### The Best Brand of Patriotism

PATRIOTISM must be taught in a new way today. It used to be easy. On the Fourth of July we hung the flag on the front porch, if we had it handy; we all went to the picnic and got sick on pop and ice cream; we were blistered by the sun and bitten by mosquitoes. Children endured hardships on the Fourth of July, and parents bore with fortitude the loss of several thousand lives each

year on that day of powder burns and tetanus. Sometimes children had to sit and listen to a long speech until they mercifully fell asleep. That, too, was supposed to make them patriotic. Then, for the remainder of the year, nobody had to worry about love for our country, and we could be more or less skeptical of too much patriotism. Children devoted themselves to comics, and a few looked at the funny cartoons of Uncle Sam. Each morning they stood in school and pledged allegiance to the flag and to the republic for which it stands while their minds were occupied with what to do at recess.

Today patriotism is being dusted off and revived—with considerable flag waving and whoopee, it is true. This kind of revival is possibly necessary in the present emergency, but it is not sufficient. Parents working quietly at home day by day with children have got to teach what one writer in the May issue of the *National Parent-Teacher* called "iron-minded loyalty."

This kind of patriotism cannot be taught by speeches and fireworks. Facetiously we might say that deeds, not words, and works, not fireworks, are necessary. We must be able to see the relation between iron-minded loyalty and everyday living in the home; and we must renew our faith in what we are teaching. The keynote of all exhortation today is almost invariably a challenge to hold fast to belief in the democratic way of life. We are told that whether we are in real danger or whether we are being deluged with propaganda, we must hold on to our belief in democracy; each one of us must be willing to take responsibility and to make sacrifices for it.

First, then, the homemaker must arm herself with faith in what she is doing. Second, she must do it; she must develop iron-minded loyalty in her sons and daughters. How can this be done in their day-by-day living in the home? If she holds on to her faith, she has done half her job already. Children, until adolescence at least, believe what their parents believe. And later in life they at least respect what their parents believed, provided their parents believed something and believed it wholeheartedly.

Rapid changes in our way of living and thinking have made it difficult for us to know what things are worthy of wholehearted belief. As parents, we have not been sure. Therefore our children are not sure. But through lessons learned from the present world tragedy we may so renew our faith in democracy that we shall be able to teach our children convincingly.



### Plant Patriotism Early

**W**HEN shall we begin the teaching? Do our boys and girls need lessons in iron-minded loyalty before they are old enough for the draft or for Red Cross service? If we have failed to rear a responsible citizen up to draft age, it is not of much use to say, "Oh well, the army will take it out of him," or "put it into him," according to the problem in question. Military training doubtless will benefit many young men, particularly from the standpoint of healthy outdoor life and regular routine. Generally speaking, however, the boy who goes in as a well-trained citizen of his family comes out as the best-trained soldier.

The preschool child may not understand loyalty to his country, but he can begin to learn to take responsibility, without which loyalty is meaningless. Although it has been said a thousand times before, it may be said again: Betty, aged two or four, if she has learned to cooperate in carrying out her daily routine of sleep, feeding, and the like, and to accept reasonable restrictions of her desires for the good of herself and others, has learned lessons which, if continued, will make her a responsible citizen. We want Betty to be happy and secure, and it is important that she begin her first lessons in responsibility very early. In a parents' class the other day, five mothers reported that their children of preschool age have learned to put the milk bottle out faithfully and consistently; that is their job. May we all as citizens perform our larger patriotic duties as faithfully.

### Nourish Patriotism Daily

**T**HE VALUE of home duties for children will depend on whether the family itself is a democracy or an autocracy. If John is old enough to keep the car washed, he may willingly accept this responsibility as a member of a family which could not get along without his help. The family (not the parents) may have decided that every dollar John saves by washing the car can go into their family vacation fund. If John feels that washing the car is a real service to the family and if he feels himself to be part of it, he may even work willingly without promise of reward. But if John is *ordered out* to wash the car, he learns to avoid distasteful work when he can.

John, aged nine, wanted a new sort of paperette cap. It cost, as he thought, ten cents, and all the boys were wearing it. By agreement with his mother he dug a certain number of dandelions from the lawn to earn his ten pennies and set off gaily to buy his cap. Soon he returned, hot, sweaty, and dejected—the hat cost fifteen cents. His mother felt so sorry for him that she was about to



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give him the extra five cents, when he picked up the knife and started to work digging enough dandelions to earn the extra amount. Wisely she let him go ahead. This small incident shows how one may seize the opportunity to develop courage to face facts and do something about them. It is of little use to tell children they must be brave in defense of their country unless we teach them to be brave in attacking their day-by-day problems.

Although words without deeds are useless, we should not infer that words are of no use in effective teaching. Patriotic words have their place. In spite of all that must be done, the homemaker will continue to find a quiet moment in her day when a story may be read or a word spoken intimately. These moments may be used to interpret the child's behavior and to show its effects on other people. A revival of stories about national heroes may do two things for children. First, it may set up ideals of genuine patriotism; second, it may displace the cheap heroics of the comics which are saturating our children's minds.

The homemaker who takes over with new skills and renewed faith will send her children off to school to repeat the oath of allegiance with a true understanding of what it means.

# Do Adolescents Need Parents?

KATHARINE WHITESIDE TAYLOR

A BOOK called *Do Adolescents Need Parents?* written by the author several years ago caused considerable comment on the part of parents and young adults. If this vexing question was significant then, how much more so is it today? It has seemed worth while, therefore, to call upon Mrs. Taylor to discuss once again the query raised in the arresting title of her book. This she has done and, in so doing, has set the case for adolescence more clearly and completely before our eyes.

A HIGH school lad, seeing a book with the above title on his teacher's desk, exclaimed, "What a silly question! We've got 'em and we have to keep 'em, don't we?" The seeming inevitability of adolescents keeping their parents until adulthood is reached or even passed is typical of our present American culture. While this prolongation of nurture has great advantages in the cultivation of personality, it is also fraught with dangers. If parents are to serve as assets rather than liabilities in the development of their boys and girls, it is necessary for them to understand fully the problems of the adolescent period.

First of all, parents must keep reminding themselves that adolescence is the process of *becoming* adult. This process is going on throughout the second decade of life and sometimes well into the third, and while it is going on the individual is neither child nor adult, but a combination of the two. There are months and weeks, sometimes even days, in which adolescents fluctuate between childhood and adulthood until their inconsistencies are decidedly confusing.

It is not easy for even the best of us to achieve and maintain genuinely adult feelings and attitudes all the time. When we are tired or ill or things go wrong, even the best of us long to find someone to do things for us and take care of us. We may regress to the point of wanting to sit down and cry or stand up and swear—according to our sex.

Recent studies carried on by Kurt Lewin at the University of Iowa reveal that all children, when left in frustrating situations, tend to regress to infantile emotional patterns and earlier levels of behavior. When the thwarting and frustration were particularly severe (for instance, when a

screen was let down between the children and the delightful playthings they were enjoying, so that they could still see but not reach them) their performance on mental tests dropped as much as two years below their known ability!

With this in mind, when we come to a consideration of the many frustrations and conflicts with which adolescents are beset, their frequently irritating and erratic behavior becomes quite understandable. In fact, it might safely be said that it is *normal* for adolescents to be neurotic at times and to have fits of temper or weeping that really belong to the three-year-old emotional level. Silliness and irresponsibility in girls and dirt behind the ears and shirt tails left out by boys are other typical forms of regressive behavior.

A number of frustrations are inherent in the processes of physical development. Just when youngsters are becoming conscious of themselves as individuals and sensitive to the reactions of the opposite sex, nature conspires to make them gawky or awkward, and she may throw in acne and blackheads to boot. Consequently, when a young girl wants to be svelte and willowy in the manner of her favorite movie actress, she may take on difficulties of weight and complexion due to temporary glandular imbalance; the lad who wants to make a dashing entrance at a party may trip and fall or knock things over because of the recent increase in the leverage of his legs and arms, which he has not yet learned to manage.

ENERGY swings, frequently caused by glandular reorganization, may also be difficult to adjust to. On days when there is an excess of thyroid, adolescents may have more energy than they know what to do with—they may reach the state they call the "leapin' jitters." These days are normally followed by days when there is too little thyroid. The youngsters feel listless and are reproached with being "lazy." It is easier for all concerned to adjust to these swings if the underlying cause is understood. Parents can be more serene and can reassure their struggling youngsters if they realize that both the "jitters" and the "laziness" are merely symptoms indicating that adolescence is progressing normally.

Great as are the adolescent's physical difficulties, his emotional-social ones are apt to be even greater. A study of junior high school youngsters carried on by the Institute of Child Welfare of the University of California has revealed that

during adolescence three emotional problems take on great importance to the young people. These are: first, achieving a reasonable degree of independence from their parents; second, making a place for themselves in groups of their age-mates; and third, beginning to make a wholesome adjustment to the opposite sex. The study shows, further, that when the frustrations involved in these problems are acute the youngster's school work is apt to fall below his actual ability level, just as did the performance of younger children during severe frustration in the experiment cited.

An equally significant finding is the correlation between a sound and wholesome parent-adolescent relationship, satisfactory progress in social adjustment, and success in scholastic work. Those young adults who were most secure in their parents' love and trust in them had their energies freed for effort in other areas, including their school work.

There is a seeming contradiction between the value of this type of security and the achievement of independence just mentioned. Yet it is profoundly true that only those who are really secure can be independent in the true sense. Being accepted by their parents is still of primary importance to young adults. Only when they know that their being loved and accepted does not depend upon any particular achievement or line of conduct can they feel really free to find themselves.

For instance, one eighth grade girl cheated in her examinations and was discovered. When her mother, who was a prominent figure in the town, was called in she cried, "Mary, Mary, why did you do this to me?" Mary's answer was "You

made me do it, Mother." And in a very real sense she was right. She felt she *had* to "be a credit" to the family in order to be accepted and loved by her mother. The tension of conflict caused by her need to become a person in her own right and the continual domination of an overpowering mother was so distracting that she could not use her really fine mind adequately. The fear of complete rejection in case of failure drove her to the dishonest act which she herself abhorred.

Achieving emotional independence isn't easy for any of us. Parents should, therefore, give their young adults all the opportunities and support they can while the process is going on. Young adults themselves realize that there are limits to the amount of freedom they can "take." As one observed in answer to the question "How much freedom do you want?" "All there is, of course, but then I'd like to be able to give it up when I want to." The essence of good guidance was well summarized by a fifteen-year-old girl when she said, "What we want is parents beside us and not over us."

THE most frequent conflicts between parents and adolescents arise at the many points concerning which group standards are different from those of home, such as clothes and make-up, hours out at night, smoking and drinking. When these conflicts arise it is essential that parents understand why adolescents act as they do. To be accepted by one's group in the early teens is as important for personal security as being accepted by one's parents in the first years of life. In order to stand up against the adults around them, who too

often seem to be "ganged up" on them, adolescents "gang up" in return and form a sort of high school "union" which serves to bridge the gap between the dependence of childhood and the independence of true adulthood.

Because of the importance of group acceptance at this time, youngsters who fail to achieve it may become seriously maladjusted. One girl in the ninth grade became badly run down physically and began to make "failing" marks, although she had done fine work before. Upon investigation by the guidance worker it was found that she was



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not allowed to go to school parties or to have friends come to her house for fear she would be contaminated by their "awful morals." When this situation was improved, both her health and her school work improved accordingly.

In order to save their children the anxiety and insecurity of feeling different, parents should seek ways of improving the standards and customs of the whole group rather than compel their child to stand alone. For instance, certain understanding parents arranged to hold at their local school a meeting at which the whole ninth grade discussed with their parents the suitable hour to come in after week-end parties. The resulting compromise was accepted agreeably by all, and no one had to suffer as a "ten o'clock" girl or boy.

A problem in which many parents are particularly likely to misunderstand their children is that of adjusting to the opposite sex. Young adults naturally have a great concern as to the meaning of their bodily changes and the new sensations and emotions attendant upon them. If they are to accept and adjust to these new feelings they are entitled to sound information and wholesome attitudes in those around them. Yet too often it is as though the whole adult world conspired to keep them in ignorance about the meaning of their own normal development. Parents who here fail their children are guilty of serious negligence.

Many parents also fail to appreciate the significance of the first date. For many youngsters it is the achievement of a new status as a young adult, an event as important in their emotional life as graduation or first communion. One girl, for instance, was so thrilled when a boy in her class actually asked her for a date that she wrote it down on her desk pad when she got home to make sure she wasn't dreaming. Small wonder that parents who belittle or interfere unduly with so important an event may cause a real rift in their relationship with their children and lose important opportunities to guide and to help.

Young adults at this point need abundant opportunity for wholesome association with the opposite sex and a chance to discuss their various dating problems with wise adults who understand. How parents who do not understand these problems may defeat their own ends is illustrated by the following incident. The writer visited a small town where the dismissal of a physical education director had been requested by parents because he had "encouraged immorality" through promoting dancing at school during the lunch hour, in the afternoons, and at week ends! And yet one of the main problems these selfsame parents wanted to solve was "How can we keep our sons and daughters away from roadhouses?" They had completely failed to see the value of wholesome, regulated opportunities for fun in reducing unwholesome habits.

Not only wholesome co-recreational opportunities but study units on sex hygiene and dating problems in various high school courses should be encouraged and supported by all intelligent parents, since wholesome adjustment to the opposite sex is of basic importance in the life of every individual.

**B**UT most important in this area of boy-girl relationships, as in the other areas already mentioned, is the basic security youngsters feel with their own parents. To know they are loved and accepted and understood even if they are "silly" and "boy-crazy" or have "puppy-love" troubles is essential to their self-respect and self-direction. Douglas Thom reports that in all his experience with sex delinquents, a most important cause in every case was rejection by parents. Feeling unloved and psychologically disowned at home, youngsters frequently seek reassurance through sex intimacies. The secure girl has other things than "petting" to rely on for her good times.

It is not only the younger adolescents who have great need of parental understanding and help, particularly in the troubled times we are facing. The young-adult period from eighteen to twenty-four has been found to be the most critical in the life span of many individuals. For young adults, the final leaving of the parental home to make a place for themselves in the outside world is obviously a most difficult adjustment to make, at best. It is triply so at present, when so many face the uncertainties of wartime, the consequent postponement of marriage, or, if marriage is undertaken, the postponement by the husband and wife of actually starting a home together. Facing uncertainty, deprivation, and the necessity for prolonged sacrifice, our young adults today need all the love and sympathy and actual help their parents can possibly give them.

# Growing With Books

CAROL RYRIE BRINK

**W**HAT shall I do? Mamma, tell me what shall I do?" Every parent has heard the familiar question on rainy days or on days when Sonny is in bed with a cold—or even on plain every-days. It voices the universal boredom with life which all of us feel now and again. Lack of occupation, boredom—I wonder if it is not the source of more evil than any other human complaint?

But the child who loves books does not often ask that question, nor does the harassed mother have to rack her brain to devise amusement for him. Instead of lying in bed with a slight fever, a box of paper handkerchiefs, and a bad disposition, the child who enjoys reading may be lying deep in the jungle of Mowgli or marooned on an island with Tom Sawyer. He may be sailing the English Lakes with the Swallows and Amazons or bumping around the ceiling with Mary Poppins at a topsyturvy tea party. There is so much vicarious enjoyment in the world for the lover of books that dull moments never should intrude.

That is the most immediate benefit to be derived from a love of reading. It furnishes the child, and eventually the adult, with a magic carpet of escape from the present moment. It gives him, vicariously, experiences which he could perhaps never have at first hand.

But good reading habits have even more importance than the solving of occupational problems. Through his reading, a child helps to build and furnish his mind. He has two precious things at this time of his life which adults often lack—leisure and an open mind. If he can use the leisure to

stock his unbiased mind with the great thoughts and experiences of literature, his whole life will be enriched. He will grow as he reads.

Some children take to books as ducks do to water. Others are more reluctant readers, and it is the latter who require a little thoughtful cajolery. One must select books for them, at first as one would select choice tidbits for the dainty eater, knowing that the benefit and enjoyment which come later will be worth the trouble.

The proper selection of books for the reluctant child means that the parent or teacher must know something about the books and a great deal about the child. There are several questions one must ask. About the individual child, these:

What are his interests?

What is his mental age?

Is there some field of interest through which he can make a happy approach to reading?

One of the small boys of our neighborhood has a high I.Q. but until recently was completely uninterested in books. He was, however, extremely interested in athletic contests and games of all kinds. This year he has begun to enjoy books, because a wise teacher made selections for him, choosing first technical books on games and later stories whose plots centered about athletic contests. By such devious ways as this must one approach the problem of the individual child who does not like to read.



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Many children prefer scientific reading to fiction. Boys in particular often lay the foundations for future careers in their early browsings among scientific books or in their pursuit of childhood hobbies.

Nothing is to be gained by upbraiding a child for his lack of interest in books; but the intelligent parent or teacher may work wonders by being observant and putting the right book into the child's hands at the right time.

SO MUCH for the child. As for books, one must ask the right questions about them also. Age suitability is extremely important. One cannot interest a twelve-year-old in reading by starting him with *Peter Rabbit*, nor does a five-year-old enjoy *Little Women*.

I know that I have never properly enjoyed *Alice in Wonderland*, having come at it too young. I remember feeling vexed and frustrated by the many times Alice grew larger or smaller for no apparently good reason, and never did I really understand or delight in the rather adult nonsense along the way. To prescribe successfully for a child's literary taste, the parent or teacher must know the child's age (both mental and physical) and the age for which the book is intended. One must remember that a year to a child is as a decade to an adult. One must remember also that the child wishes to read about other children who are a year or two older than himself. I don't quite know why this is so necessary. Perhaps it is because even children like to look up to their heroes as something a little beyond themselves.

The successful author of children's books recognizes the importance of having in mind a reader of definite age. Then he is happy if he can integrate his material, his style, and his vocabulary so that they fit that child. The young reader for whom he wrote may completely outgrow him in a couple of years, but if the author has succeeded in pleasing one generation of ten-year-olds, he will find that as a new generation appears every year the pleasure is experienced over and over. It is curious to observe how some children's books attain immortality. Certain familiar series of books, for instance, are not great juvenile literature, but

they are so well integrated, so thoroughly suited to the girl or boy of a certain age that they go on year after year even though fashions in superficial things, such as clothing and manners, have completely changed since they were written.

There are a good many valuable lists of children's books, classified according to age interest, which parents may procure from libraries or schools to help them in making the right selection.

AFTER the age suitability is decided upon, the next question has to do with the quality of interest. There used to be a feeling that to be good for children books should be dull; that there is no pleasant or easy way of learning valuable facts. To some extent we carry that superstition over into our feeling today. Because, for instance, we do not like the cheap sensationalism of newspaper or radio detective strips, we sometimes jump to the conclusion that there must be no shooting in children's literature. But children love exciting and adventurous material. If we sift it all out of their books, they will go back to the cheap sensationalism of the newspaper or radio to find it. So let us give them exciting and adventurous material, but let us have it real material, something that could happen or that has happened in real life. It is not excitement which we should try to eliminate from their reading, but vulgarity, unreality, and the cheap tawdriness of low standards.

I have a sincere conviction that there is nothing in life which cannot be presented to children and understood by them if it is presented honestly with a proper sense of its relation to other things. False standards and false reticences are more devastating to the young mind than are whole truths honestly presented.

One good way of interesting children in reading is to read aloud to them when they are small. But this approach must be tempered by good judgment, for the lazy child will prefer to listen rather than to read to himself, with the result that he misses the thrill of discovery which comes from reading a good book on his own initiative.

The family that can find pleasure in general reading aloud in the evening or on Sunday when all are together is very fortunate. Many of the old classics make good family reading. Dickens is perennially good fun for the entire family. Family reading aloud has a great many virtues. For one thing, it draws together a group which is being dispersed by almost all of the modern conveniences and inventions. We prize our complex modern life very highly, but we cannot help realizing that it tends to scatter the old centralized interests of the home. Some common interest, such as reading aloud together, returns us to the precious circle of a shared family life.



In order to interest all members of the family group, the book selected should be a little beyond the younger readers. It should be something which they would not read by themselves but which, because it is a little beyond their present reach, is intensely stimulating to them. And this seems to me the important thing in reading aloud to children. The book which they read to themselves should be at their own age level; the book which is read aloud to them should be a little beyond it. This makes reading aloud logical and reasonable. It is not doing something for the child which he can do equally well for himself; it is giving him a glimpse of places beyond at which he can aim.

**M**OST children are easily led to read and enjoy children's literature, but there is one more danger point. What of adolescence? When young people have done with children's books, where are they to begin in the large field of adult reading?

Until recently very little thought has been put on this problem. We have assumed that the few classics to which boys and girls are exposed in high school will tide them over the gap between *Little Black Sambo* and *Othello*. Some children blunder their way into an appreciation of adult literature; but others, even some who have been fond of reading as children, are contented as adults with the newspapers and magazines, never touching the great world of thrilling reading which awaits their mature minds.

Most of our libraries now have excellent juvenile reading rooms. A few of the more forward-looking libraries over the country are trying an innovation. Besides the adult room and the juvenile room, they have opened an intermediate room, a room for adolescents. Here the older children's books, or "juvenile novels," as they are being called, are to be found on the same shelves with adult books which have been carefully selected for their appeal for young people, as well as with an eye to their suitability to the growing mind. This seems to me one of the most important changes in library services we have had in many years. The young reader is not suddenly cut off from books and at sea in an ocean of unrelated material. In the intermediate department he can not only make the transition from juvenile to adult fiction but can become acquainted with mature thought in philosophy, science, history, poetry—all the things which should shape the well-balanced adult mind. The gap has been bridged for him, and if he does not go on enjoying books for the rest of his life it will be surprising.

We had no such intermediate reading rooms when I was thirteen, but I remember the magic book which set me over into the world of adult



reading. I had been reading all the popular series of girls' books I could get my hands on, without realizing that there was anything more fine and thrilling in the world. At the moment when I was beginning to be a little bored without knowing what to reach for, an older friend put *Treasure Island* into my hands with the words, "Here, why don't you read a real book?" I started to read with skepticism and was swept off my feet. Fortunately we had a complete set of Stevenson sitting idly on the family shelves. I went through all the volumes with the utmost delight. Thus was I launched on the limitless sea of adult literature; for Stevenson led on to Dickens, Thackeray, the Brontes, Hardy, Conrad, and all the others. I found that I enjoyed great poetry, and, from glimpses obtained in fiction, the more abstract branches of thought began to allure me.

Every parent and every teacher is in a position to put the magic book into the hands of the particular young person at the right moment. It is just as important to set the feet of the adolescent on the path of great adult literature as it is to set the reluctant child on the path of good juvenile reading. The selection of the right books may require wisdom, tact, and a knowledge of both literature and children, but it is worth the effort.

The grown person no longer cries out: "What shall I do now?" But there are moments just the same when the feeling of world weariness and boredom is present. If he has the habit of solacing his mind with books, the question always has an answer.



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## Pictures and People

**P**ARENTS are queer," said Miss Biggers to nobody in particular, as she entered the teachers' common room.

"Is that supposed to be news?" asked Miss Mulford, who taught science in the upper grades.

"Well, here's that Mrs. Chadwick—the postmaster's wife, you know, Elsie's mother. Only two months ago she sent me a note, saying will I please see to it that Elsie does not sit next to any of the Italian children in the class; she is so afraid the little dear will catch something. And today she calls in person to complain that Elsie comes home from school with such dreadful prejudices against foreigners—and they have the nicest Russian family living right next door."

"I don't see anything so queer in that."

"But two months ago she wanted the school to help her make a little snob of Elsie; and now that Elsie has caught something of the common prejudice, she doesn't like it."

"Evidently," the gymnastics teacher interjected, "Mrs. Chadwick has some pictures in her head. She thinks of Italians as people who live in slums; but when she says 'foreigners,' she thinks of nice, well-dressed people who happen to speak English with a foreign accent but otherwise are all right."

**BRUNO  
LASKER**

"But why does she think Russians are better than Italians?"

"That's easy, too. Because the only Russians she knows are that well-to-do Russian Jewish family on her street, and the only Italians she knows are the poor people she sees on the crowded streets near the depot."

"Since you've brought up the subject, Martha," said Miss Mulford, looking up from the paper she was correcting, "I should say it's we who are queer when we expect parents to be more broad-minded than we are ourselves."

This brought forth a chorus of protests. There were no more broad-minded people in the world than teachers, said one. Wasn't the school almost like a little League of Nations? asked another. Had Miss Mulford forgotten the collection they had taken only last week for blind children in China—and the Negro charity they had contributed to at Christmas time? "Why, of all things—to accuse us of being narrow!"

We cannot here go into the details of that discussion, which continued off and on for days. But there was something, they saw in the end, in what Miss Mulford had said. Teachers are not immune to the prejudices that prevail in the community around them.

PARENTS and teachers agree that it is important for children to learn how to get on with people. And they are usually quite unaware of the limits which they unconsciously set to that learning by their own example and sometimes by their own words. One might say that they are "prejudiced against prejudice"; that in principle they are all for tolerance and mutual understanding. But it does not strike them as prejudice when they merely repeat "what everybody is saying" about the Germans, or what they have read about the Japanese, or what they have heard about the Jews, or what they have learned at college about the superiority of the "old immigration" over the "new."

In a debate they would even justify some of their prejudices as outcomes of actual observation. "Why, of course, Mexicans are not in the same class with Frenchmen or Hollanders or Scots. They wouldn't remain laborers all their lives if they weren't naturally stupid or lazy—or both."

Somebody might ask whether Jefferson was wrong when he said that all men are born equal. "They are all equal in the sight of God," some pious soul will answer. Another will add that being equal before the law—as children are equal in the home of their parents—does not mean that some children are not stronger or cleverer than others. And a third may say that in Jefferson's time it was the fashion to be sentimental. "We know a good deal more today about human nature; and to say that all men are not equal is not a sign of prejudice." But a fourth person may squelch the argument by asking, "Equal in what—for what?" The weak may be the more intelligent; the rather dull, long-suffering person may survive in circumstances in which the brighter but less patient person would perish. Saying that men are equal in principle does not mean that they are alike.

Then, what *is* prejudice? It is exactly what the word says: the tendency to prejudge people and things—to judge them before we know enough to have a right to make up our minds about them. Mrs. Chadwick did not want Elsie to sit next to Italian children because she thought she knew that those children were not well cared for at home. She had probably never met an educated Italian woman or identified her as such if she happened to live on a good street; all she knew was that those not very clean-looking people on the poorer streets were Italians. She may also have heard people at her club speak about Italian charity cases.

In the same way, a school teacher who has to punish a small boy in front of the class for being disobedient may, in her vexation, say, "Oh, you Armenians!" (as she does in one of Saroyan's

short stories) and only afterward bethink herself that the boy's coming from an Armenian home really had nothing to do with his naughtiness. With her little outburst she had handed on to the children in the class a prejudice which somehow she herself had picked up and, on further thought, was ashamed of.

Psychologists have a special word for prejudices which represent generalizations from insufficient knowledge. They call them stereotypes.

A GENERALIZATION which makes no distinction between the great diversity of personalities in any group of people is a stereotype. The picture which flashes into your mind when somebody says "we Americans" or "our town" or "mothers" is usually rose-colored. It does not bring to mind criminals, corrupt politicians, slatterns, or vulgar persons; we do not think of these as part of the inclusive term. But when somebody mentions a group of people outside our own, the picture that comes to mind is more likely to be painted with a brush dipped in an ugly brown: "those foreigners,"



"the people who live on the other side of the tracks," "heathen," "every Tom, Dick, and Harry," "the great unwashed," and so forth.

It has always been so. The ancient Greeks called aliens "barbarians" because of the noises they made instead of using "talk that makes sense."

There are walls that separate the "in-group" from the "out-groups." Language is one of them. Differences in appearance are another. Obvious differences in customs and habits may be another. Prisons afford a good illustration of the effect of "walls" of any sort on our feelings about people. It is a bit shocking when a well-known prison warden says, "There are many fine people behind bars." We have always thought of convicts in the mass, as corresponding to one particular pattern, when a little thought should have made it obvious that there must also be many who have once yielded to temptation and are now paying the penalty but are essentially decent people.

ANYBODY who is at all social-minded will agree that we should train ourselves and our children to think of individuals as persons and deal with them accordingly, no matter who they are, and not just as specimens of this type or that. But all too often we forget this simple precaution when a person happens to belong to a set or a nationality or a race or a religious community or a part of the country other than our own. It is then that the stereotype—literally, stiff plate (the metal plate from which the same invariable imprint can be taken almost endlessly)—comes into play.

"But I can't help feeling about Orientals as I do," a mother was heard to say. "I was born with that feeling, and it makes me shudder when my boy comes home from school and says he has been playing with Chinese children."

"My dear lady," she was told, "you were not

born with any such feelings at all, not even with fear of Gypsies or Indians, or with a sense of distance from colored people. All these feelings you have acquired with other learnings. And now you are handing them on to your own children."

"But I did not tell Steve that he must not play with Chinese boys."

"You didn't need to; I am sure your look—you said you shuddered—was quite enough. In fact, Steve must have got a sense of your feeling toward nonwhite people long before now. Perhaps, when he was quite a little fellow, a tug at his hand when you passed a colored man, or a change in your tone of voice when you talked to an Oriental storekeeper, was quite enough to make him feel there was a difference. Later, in his picture books, these first impressions were strengthened by his never coming across a hero or a heroine who was identified as of other than European stock. . . . No, you may take it from me, lady, Steve knew perfectly well that he was doing something a little daring—something you might not quite approve of—when he played with those Chinese kids. His stereotypes for 'Oriental,' 'Negro,' 'Immigrant,' and so forth, are probably already quite well formed now that he is in the fourth grade."

PERHAPS we ought not to blame this particular mother too much. Like many others, she may have made special efforts to restrain her own prejudices, knowing how important it is for American children to acquire a generous, understanding, appreciative attitude toward all who belong to our great democratic commonwealth. Neither the home nor the school alone can control the influences that shape the child's social attitudes. The eyes and the minds of children are busy all during the waking hours. They learn as much from what they observe as from the things they are consciously taught.

To the extent to which your community fails to respect the personality of an individual because he happens to belong to a despised group, to that extent your child will fail to get closer toward democracy than did your own generation. It is natural for a child to be friendly with everybody. But that friendliness soon disappears when he notices that people of only one kind are ever invited to his home, that people of another type are always servants or laborers, and that those of yet



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other types are often spoken of with disdain or with fear or with suspicion.

Well, then, if the adults of the community—including the parents and teachers—are themselves liable to be prejudiced, is there nothing that can be done about it? Yes, there is. Parents and teachers can and do educate themselves. And nowadays they have many aids in correcting long-established prejudices—aids that did not exist when they themselves were young.

For example, there never were so many good children's books. Motion pictures and "funny papers," which at one time were among the worst sinners against the demands of tolerance, nowadays are often edited in such a way that they make for recognition of the good qualities to be found in any group of human beings. There are pictures and charts showing the contributions which people of all sorts have made to our American life. And, best of all, the grown-up people of all the racial, national, and religious groups have learned to get on together by laughing in good humor over their separate foibles and working together on things that matter to all of them. The present national emergency finds us far in advance of that in 1917 so far as organized cooperation is concerned.

But we still have too many little pockets, in our social life, of the old-time standoffishness—even of antagonism, so difficult to eradicate. Conscious effort is needed to get on with the job of making this a really united nation without throwing away the colorful variety that makes life among one hundred and thirty million Americans so interesting. Inner unity is not just a distant ideal but a practical and immediate necessity.

In terms of child education, it does not mean that we must simply not mention—and try to forget—our differences. No; we should try to understand them and help the children to do so.

THE best social education we can give our children is to help them to recognize people for what they are and to know the influences that have made them what they are—the Old World background in the case of some; the traditions of past generations that still bind many persons of old American stock; the implications for conduct of various religious faiths; and the recentness of the experience which many of the foreign-born have so far had with conditions in our country, so that they are still in a process of adjustment.

And equally important is the task of helping youth to understand that all these people, however different in looks, in habits, or in beliefs, really do have in common the ideals of Americanism.

Does it not seem a little silly to fear that the grandsons of Germans who came here, victims of poverty and oppression—some of them more than a hundred years ago—should favor the very same sort of despotism from which their families have tried so hard to escape? Why should those who came here from Poland and Italy and Russia, less than a generation ago, to find a better life for themselves and their children than they could find in their home countries, not be trusted to be as good patriots as those who have always lived in America and have taken its blessings as a matter of course?

No, the heat that will melt those stiff metal plates of false group identification needs a hearth larger than the schoolroom. It needs a flame not confined to what, technically, we call education. If forbearance, a sense of justice, mutual understanding and liking, and ability to work together for the common cause of democracy are to be our children's heritage, we must ourselves embrace these aims with fervor, in our homes as well as in our schools, in our hearts as well as in our minds, and in our deeds as well as in our dreams.

## Thunderstorm: Small Boy

*The small boy lay upon the bed and hid his face,  
and noise and darkness moved, and terror reached for him.  
His mother took him in her arms; he cried;  
she held him to her breast; she bent her head  
over his head and talked; her soft dark hair  
covered his face; her arms were strength he leaned upon.*

*The room filled with fire, the room darkened.  
The hooves of terrible beasts tramped the roof.  
The house shook, the windows rattled, the darkness  
and the fury stretched their arms for him.  
He turned against his mother, but his eyes  
staring beyond her arms were wide with fear.*

*Slowly the darkness disappeared. His father came,  
his father said, "Look up, it's over now."  
His mother smiled, and he moving within her arms  
turned his face to light.*

—FRED LAPE

# Let's "Take It!"

ADA HART ARLITT

EVERYWHERE one goes one hears the statement, "The youth of this generation have a hard row to hoe," or "Youth today faces a dead end." As a matter of fact, nothing is further from the truth. We have already said in an article in the *National Parent-Teacher* that there are many more jobs to be had, much more money to be made, and far more ways to spend it than in any previous era.

It is also true that except for a very brief period—from approximately 1895, after the panic of '93, until 1913, when there was a high degree of security—the world has always been in a turmoil. Let us clearly recognize too that youth has always faced danger, difficulty, hardship, and insecurity.

In early colonial times it was starvation and hostile Indians. A young couple starting from Tidewater, Virginia, westward had only the security provided by the wagon in which they rode, the small amount of goods which they could carry, their guns, and their own intelligence and courage. The parents who bade them good-bye had not even the consolation of knowing that they could telephone them or take a train to pay them a visit. It might be a lifetime before these parents saw their children again, if indeed, they were ever heard from.

Not only did these young people face the dangers of a newly opened and unconquered wilderness, but there were countless diseases for which no remedy had been found. The onset of any one of them meant almost certain death.

THERE is no question that the world today is insecure. With proper education and adequate training, however, it is safer than ever before; one can enjoy a longer, more varied, and happier life than at any time in history.

The important thing is training youth to face the world. All through early American history every citizen was trained to take hardships as a part of his inheritance. He did not expect to attain security in the form of a home of his own, money in the bank, and a permanent position until he had worked for those things and had earned them.

He expected to work hard and to receive little help except such as his family and his own ability could provide. In short, he expected to "take it on the chin" for years. His training was given with this in mind. Hardships were to be expected, and he was willing to meet them without crying for help from outside sources. This attitude is essential to the preservation of a democratic way of life.

Living in a democracy does not mean that one is completely free or that life is perpetually easy. It merely means that the individual is free to make the laws which he will



obey and that he is free to go as far professionally and personally as his own effort and ability and intelligence will carry him.

It also means that once he has achieved a position of security and privilege, once he has attained standing in his community, he becomes responsible for every person who has not achieved the same sense of security or standing. In a word, the more he has earned or inherited, the greater is his responsibility to that part of the community which has not had an equal chance, equal privileges, and equal security.

The second attitude is essential if democracy is to survive. Under other forms of government an individual may take the point of view that he will get everything he can for himself at anyone's expense. This attitude is best characterized by a verse which used to be quoted in scorn of men and women who failed to live up to their responsibilities. It ran as follows:

"Of all my mother's children I love myself the best;

And as long as I get all I want, the rest may take the rest."

A person of whom this was said was quick to change his attitude if he wished

to keep the respect of his friends and associates.

The democratic way of life presupposes a sense of responsibility to the community and a willingness to sacrifice oneself if the good of the community requires it. None of these things would have seemed anything but platitudes if said at the time when McGuffey's First Reader came off the press. And perhaps they are platitudes still, but occasionally it is well to look at them again, since they produced a standard of living and a general stand-



ard of education for "all the children of all the people" far higher than any other civilization has produced to date.

In the "Golden Age of Greece" only a few people had privileges; the society was based on slave labor. In the "Golden Age of Rome" the same was true. A few had privileges, education, wealth, and a good chance for a happy life, though not a long one. They had these things at the expense of the many—at the expense of those who worked long hours, often under incredible conditions, to make the lives of the nobles, the rich, and the powerful, easy and pleasant.

**N**OBODY has ever written the history of these unimportant people. It is, therefore, difficult to find out how they lived—or, rather, existed. Only in a democracy is the life of every citizen important. *Nobody could write the history of American civilization without telling how the ordinary citizens lived.* Some of our very poorest people enjoy luxuries impossible of attainment for a knight or even a noble during the Dark Ages—or, indeed,

**H**AS American youth "gone soft"? Could our youngsters "take it" if confronted with the dangers and hardships braved by pioneer ancestors no older than themselves? If not, why not? In this article Dr. Arlitt sounds a call to attention and delivers some plain-spoken opinions on a matter of national interest and compelling importance. Youth must be served—but can it also serve? The *National Parent-Teacher* would like to know what its readers think. What is your personal answer to Dr. Arlitt's timely challenge?

much later in history. They have houses which are uniformly heated; the noble of the Middle Ages had a house so drafty that tapestries had to be hung to keep out the cold wind. It has also been said that this house was warmed by a fire which filled the halls with smoke and which scorched the front of the inhabitant's clothing while the rest of him froze.

To tell the citizens of many countries even today that our people eat meat once a day and sometimes oftener is to court ridicule. To say that one in every five individuals owns a car and that radios can be found in a large proportion of American homes is to be met with incredulity. Statements such as these are considered by the average citizen of a foreign country as rank propaganda.

The better American standard of living, the general education provided for every child, the possibilities for professional training at low cost, and the personal freedom from supervision by authorities and investigation by spies are all so much a part of our everyday life that we take them for granted; we never stop to question whether citizens of other nations are also possessed of them. Most of them are not. These blessings and privileges are all the results of a democratic pattern of living.

Anything worth having must be earned. It may be earned by fighting, by hard work, by sacrifice, or by a combination of all three, but earned it must be. This is most certainly true of the privileges which we enjoy. To keep them we must learn to "take it" and to make anyone who tries to take them away from us give a good account of himself. In other words, we must do exactly what our pioneer ancestors did—work, struggle, hope, and pray.

What if this means the end of easy money, easy work, and easy education? The privileges we enjoy are worth anything we can give to preserve them. Their worth defies measurement; they have no equivalents.

**P**HYSICAL preparation for motherhood is widely stressed, and this is admirable. More admirable still, however, is a plan which includes also a careful consideration of the mental and emotional elements involved in preparation for successful parenthood.

**M**RS. P— was attending a tea. It was early October. What a time she had been through! Of course she and Ben had been married for three years, and Ben had worked up a good business, so that they had a fairly regular and comfortable income. And she and Ben had talked before their marriage about the possibility of having a baby—some day. Of course they wanted a baby. But imagine having to go through all that just now, with the fall coming on! Well, the doctor had said that there was nothing that could be done about it; he had said everything was going to be all right. But then he never seemed to understand Mrs. P—'s point of view or to be really very sympathetic. Otherwise, why did he keep saying that she must go on?

After all, Ben probably did want a baby. At least he said so after he found out. And he had said so before, but Mrs. P— had never been able to find just the right time to have a baby, so Ben had not talked much about it lately. He had been satisfied not to have a baby the first year, but when his work shaped up so well he had rather urged the idea on Mrs. P— the second year. Then the third year they had both seemed to be so busy. But now the baby would be here in April! Right during the springtime, when there would be so many things a person would have to give up!

"No, I wouldn't call it being lazy," Mrs. P— was saying sideways through a bite of chocolate cake. "I'm just taking this opportunity to get a good rest. I know that I am going to have to go through a lot later on, and I'm just taking care of myself."

So Mrs. P— talked on. She was perfectly well, her doctor had told her. She needed proper food, sleep, and exercise, but not overexertion. So she had been getting up at ten o'clock, and Ben, the old dear, was now getting his own breakfast and bringing hers up before he left for work.

As the afternoon wore on, the hostess noted that Mrs. P— moved from one little group to another, telling everyone how much she was going to have to go through and what a sacrifice she was making and how she was afraid she wouldn't be able to do much entertaining from now on.

A woman who had had three children mumbled over a teacup to a friend, "You would think



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## PREPARING FORT

Halley's comet was coming back out of season!"

During December and January and February Mrs. P— made regular visits to her doctor, who always reassured her, telling her that he found her physically in sound condition. But Mrs. P— still resented the idea of having a baby. She still talked of the sacrifice she was making. She seemed to have the notion that the world owed her something tremendous for what she was giving it, and she appeared to be trying systematically to collect any kind of payment on this huge debt.

**B**EN, who was devoted to Mrs. P— and who had been thrilled at the idea of their having a child, was bewildered and confused. He found his enthusiasm for the new family plans constantly damped by his wife's personal concern for herself. He was not only getting breakfast in the morning but frequently getting supper and washing the dishes.

From time to time his wife called him at the office in the afternoon and asked him to come right home. On his arrival, Ben would find his wife lying down, "resting." He frequently called the doctor on such occasions and was told that his wife was just "nervous"; was she getting enough exercise? But Mrs. P— would not take exercise; anyone who could take exercise could get the

supper and wash the dishes. Mrs. P— needed someone to wait on her. It soon developed that neither Ben nor the doctor could do anything with her.

Lying around in bed most of the day, eating heartily, being waited on and getting very little exercise, Mrs. P— began to take on weight. For this also she held the baby accountable and demanded more sympathy from Ben. Ben not only lost time from his work but became weary from running the office and the household too; and he worried constantly about his wife's health.

Until the baby came Mrs. P— had said that it made no difference to her whether the baby was a boy or a girl. When the baby came it was a girl. Mrs. P— then said that she had wanted a boy. Having wanted no child at all, she resented the one she had received.

Baby P— is now five years old. The rest of the story to date is almost what anyone would have expected. Mrs. P— has continued to seek unmerited attention; her friends gave it to her for a while, but they have tired of it now. Ben has concluded that the struggle of having one child was enough. He has decided that he cannot understand

his wife, and he is becoming almost completely absorbed in his work. Baby P— is the unwanted child who is standing the household on end by making erratic demands, which she has already learned from her mother.

MR AND MRS. Q— were different. They had scarcely paid off their college debts when they were married. After two years, what with illness and dentist bills and new furniture, which they had been adding almost piece by piece, they were just about keeping even with the problems of life. Some day, when they could get a little bit ahead, they were going to start having their family.

But they were not ahead one afternoon when their doctor told them that they were already starting their family. It was a shock to them to learn the truth. For two weeks they felt that they could not make the grade. The cost, the expense—just at this time—it all seemed too much. Then they realized that they were dealing with circumstances already beyond their control. They remembered that when they had said "For better, for worse—" they had meant that, come what might, sickness, accident, or any other unforeseen emergency, together they would be bigger than circumstances. Together they were about to have a baby, and together they would bend all their energies toward making this a positive instead of a negative contribution to their lives; the new baby would add to their lives and not detract from them.

The first question they asked was: What would it take? It would take money, of course, but families much worse off than they had babies and got along.

What would it take? It would take health (the same as it did for Mrs. P—): proper food, sleep, exercise. Mr. and Mrs. Q— worked out a program. The doctor made suggestions for diet. Almost any exercise would be good except that involving strain or excessive fatigue. Babies weigh normally six or seven pounds at birth. That would take a stronger back and stronger abdominal muscles. Moreover, the labor of childbirth is often a rather severe physical strain. Mr. Q— thought that if he were unexpectedly required to help carry a piano a block he could do so with less strain and with much quicker recovery from fatigue if he had the physique of a piano-mover. What physique would be best for the labors of childbirth?

The Q—'s set out on a program that would prepare Mrs. Q— for childbirth. Mrs. Q— got the meals and did the housework. She sought occasions to take short walks during the day, as well as occasionally in the evening with Mr. Q—. Once Mrs. Q— dropped a magazine as she was about to sit down to read. Mr. Q— jumped up, then sud-

## OF THE NEWCOMER

HAROLD H. ANDERSON



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denly asked her how many stoop-overs she had done in her exercises that day. Just to assure her that he was polite and attentive and, moreover, that he himself had plenty of physical reserve, he bent over and touched the floor six times; he then asked her to pick up her magazine. One more stoop-over for the baby, he called it. Together they planned, and together they carried out their program to put the mother in the best physical and mental condition to have the best possible baby.

**F**ACING reality is said to be necessary for mental health. Other things being equal, the extent to which one faces reality determines one's chances for a vigorous, mentally healthy existence. But what does it mean to face reality? And what has this to do with mental and emotional preparation for a newcomer in the family? These questions are not easy to answer.

In circumstances beyond one's control, facing reality means admitting those circumstances and ceasing to spend one's energies resisting the inevitable. In a case of nearsightedness, one gets

the best glasses possible and goes on from that point, making the best use of the remaining eyesight. If one is deaf, or clubfooted, or physically handicapped in any other way one does what can be done to better the condition and beyond that point makes the best of circumstances. If one has an automobile accident and loses a leg, facing reality means making the best of that, too. If there is a death in the family, one must, if mental health is to be preserved, admit the fact and begin to make new adjustments.

For husbands and wives, if a new baby is coming, facing reality means being able to make such adjustments in their lives as are consistent with that fact and with all the responsibilities, actual and potential, that they have assumed in marriage.

Facing reality in a family means *working together* in making the most of situations as they arise; it means searching for and discovering common purposes and sharing in many activities.

*This is the first article in the preschool study course: How We Grow.*

## What For?

Donald and Susan were playing a game, a silly game.

Donald hid his face in his hands. Then he looked up and pointed his fingers at his ears.

"Susie," he asked, "what are my ears for?"

"Silly, silly," laughed Susan, "what do you suppose? Your ears are to . . . hear with."

Then Donald hid his face again, and again he looked up. And this time he pointed to his eyes.

"Susie," he asked, "What are my eyes for?"

"Silly, silly," laughed Susan, "what do you suppose? Your eyes are to . . . see with."

So again Donald hid his face, and again he looked up. And this time he pointed to his feet.

"Susie," he asked, "what are my feet for?"

"Silly, silly," laughed Susan, "what do you suppose? Your feet are to . . . walk and to run with."

"And my hands, what are they for?" asked Donald.

"Silly, of course, they're to . . . hold things with."

"And my nose, what is it for?"

"Of course, it's to . . . smell things with."

"And my mouth, what is it for?"

"Oh, you silly, silly," and Susan laughed long and hard, "oh, you silly, your mouth is to . . . talk with. Yes, and to eat with." And Susan ran home.

Two minutes later, Donald's mother appeared. And in her hand she held a chocolate ice cream cone, and she called, "Come here, Donnie, I have something for you."

Donald heard that call with his . . . ears.

And Donald saw that ice cream cone with . . . his eyes.

And Donald ran toward it as fast as he could run with his . . . feet.

And he reached out for it and held it with his . . . hand.

And, when he lifted it near his face, he could smell a sort of chocolaty smell with his . . . nose.

And then he smiled a broad smile at his mother and with his *mouth* he said that he liked it. And with his mouth he ate it up.

—Dorothy Baruch

# Beautiful for Spacious Skies

## Editorial

HOWARD BRAUCHER

WE ARE proud of America—proud of her mountains and her plains, of her lakes and rivers and oceans, as if we ourselves had made them. We are proud of our churches, our school buildings, our playgrounds, our athletic fields, our beaches, our picnic grounds, and our community centers.

We are proud of our people, though we know and remember their shortcomings. We are proud that even in our Declaration of Independence we included the pursuit of happiness for all.

The axe and the plow we used not only for work but for friendly contests. Men whistled as they did their chores, sang as they worked and after. Men were free. America was not just land and water. America was a land of promise, of dreams.

And now we defend America against dreams which are none of ours—dreams which take no account of freedom and happiness for all.

The threat of the times is a threat against the greatest dream of all mankind, the dream of growth toward a happy free world, a world in which men may reach up to their own God.

Once, in Athens, there was a golden age of happiness for the few; but it was built on the slavery of the many. The new dream was toward a new golden age in which the means of happiness and strength and life would be shared by all.

It is no accident that recreation in America has always been closely allied to religion and to education. Recreation is but a poor word for what men do when they cease being slaves and are free to do what they want to do.

When we start out to defend America against what opposes the American dream, against a world built on force, we must preserve recreation as fully as we may. It is America's great contribution to the world; we must use it as a weapon to keep us strong for our defense. Modern recreation, with elements taken from all over the world, has nevertheless become in its entirety a distinct American gift to humanity. Our recreation centers have been new temples in a new world where every man according to his gifts could be his own strongest, most joyous self; where he could sing his songs, play his violin, act his drama, rejoice in the beauty and skill of his body. America in her short life has given and voted her billions that all men might find joy and power and growth in living abundantly.

And now, with our boys in uniform, with our men and women in the defense industries, recreation under Government leadership with the cooperation of all groups in

the nation must play its part in keeping them all strong for their tasks and for the future. We must remember above all the dream, the American dream that makes defense doubly necessary. Difficult times are no times to give up poetry, singing, music, drama, sport.

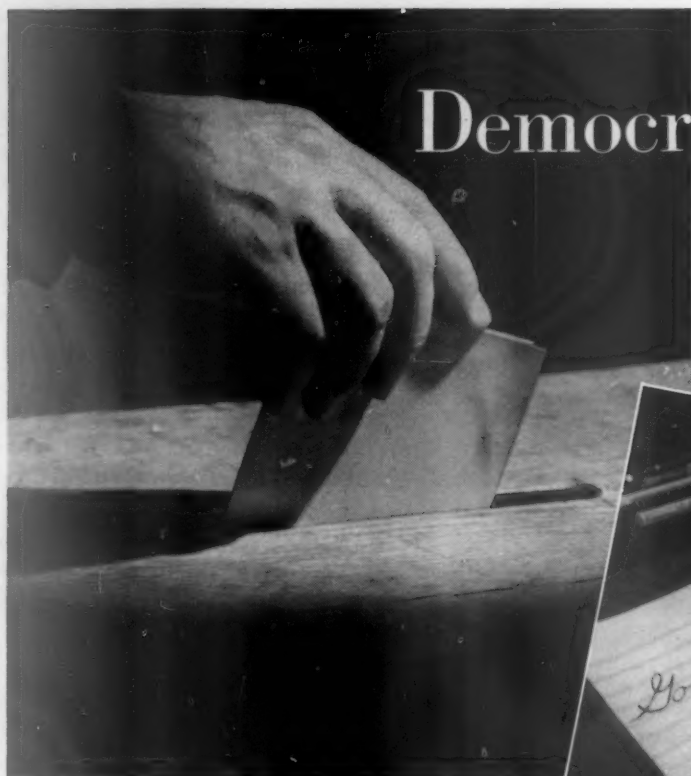
While we do our best with bombers, tanks, battleships, submarines, and stored-up food, we also need to think on religion, education, and recreation. We need to pause frequently to remember our dreams and to keep up our spirits because of the strength of the life that is ours.

This is no time to let children, the heirs of America, become heavy hearted; it is no time to let down our adolescent boys and girls or to send our young men in uniform to a life that is more abnormal than it need be. We want our soldiers to keep fresh in their minds what the American home is, what the real American girl back home is, what our beaches and parks are like. We want to keep before our men in uniform and our men in new industrial communities what the America we love characteristically is. American recreation, like life in America, has always had a home touch, a spiritual touch; yet it has been salty and virile; it has had a hint of the great open spaces, a bit of the sea.

American life is not life in an arm chair—though more and more we are not afraid occasionally to loaf and think. Recreation is helping to keep America from growing soft—soft in ideals as well as in body.

Our great public beaches, our great national parks, our athletic fields, our nursery schools, our community centers, our orchestras, our glee clubs, all our people reaching out toward beauty, growth, strength, God—under perfect freedom—all these are worth defending, worth fighting for.

When victory comes, and a hundred million men the world over come back from war and the implementing of war, then will come the testing time. Recreation must play a large part in keeping us all strong to endure, so that when that time comes we shall make real, at least for our part of the earth, the American dream of a happy world for all—a world of men free truly to be themselves.



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# Democracy as a Great Social Faith

GEORGE S.  
COUNTS



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**A**MERICAN democracy faces the most serious crisis of its history. Nation after nation has fallen before the totalitarian advance. Where democracy survives today beyond the oceans, it stands with its back to the wall. If it is driven from its last stronghold in Europe, we shall find ourselves practically alone in a world deeply and militantly hostile to the central ideas and values of our tradition. Today harsh and ruthless dictatorship threatens every nation in the world.

This tide of despotism constitutes a peculiar challenge to our people. Although we are geographically distant from the great centers of totalitarian contagion, in a certain sense we are more deeply and intimately involved in the struggle than is any other people. In our own eyes for a century and a half we have led the fight for democracy; in the eyes of much of the world we have always symbolized the vision of a society devoted to the interests of the common people.

The fate of democracy in the world may well be decided by the United States. Let free institutions fail here, and people everywhere will lose faith in the possibility of a society "dedicated to the proposition that all men are created equal." It can be

said today, as it was said by Washington in his first inaugural, that the destiny of popular rule is "justly considered as *deeply*, perhaps as *finally* staked, on the experiment intrusted to the hands of the American people." Our responsibility in the period now unfolding cannot be evaded.

## The Faith of the Free

**I**N MEETING the challenge of despotism, whether it comes from outside or from within our national boundaries, the first necessity is a clear understanding of the nature of democracy and a keen perception of the values at stake. Only when these have been achieved can free men be expected to throw their energies into the struggle without reserve. Only when these have been achieved can education for democracy take on meaning, pattern, and direction.

Democracy has been defined as a form of government, a kind of society, and a way of life. It is in fact all of these things; but it is much more. In its essence it is a great social faith which, in

response to the yearnings and struggles of many races and peoples, has been developing through the centuries. It is a bold and positive faith; now, as in other times, it calls men to battle for the defense and realization of noble and lofty conceptions of the nature and destiny of man. It is the finest of all the social faiths that mankind has fashioned and followed during the thousands of years of human history. It is incomparably finer than the totalitarian rivals which threaten its survival today. It is a social faith that, in spite of the darkness which now seems to be settling over a large part of the world, will in the course of time conquer the earth. And it will conquer, not by force of arms and the use of terror, but by the power of its ideas and its hopes. It will conquer because it is the only social faith that can bring justice and mercy to all men.

### Six Articles of the Democratic Faith

THE ARTICLES of the democratic faith have never been codified. They are recorded in the carefully preserved sayings and writings of the great prophets and seers of mankind, in the fugitive utterances and letters of ordinary men and women, in the songs and lamentations of the oppressed. They are embodied in customs and institutions—in economic and social relations, in the public school and the Bill of Rights, in courts of justice and representative legislatures, in systems of law and ethical codes. Although the boundaries of this faith are elastic and changing, the following six articles, related and interwoven, must all be included.

The first and most basic of the articles of the democratic faith embraces or at least provides the foundation for all the rest. This article asserts that *the individual human being is of surpassing worth*. Here is a bold and liberating conception, holding within itself a perpetual challenge to every form of oppression. Individual men are more precious than the earth on which they live, more precious than the food and clothing which sustains and warms them, more precious than the farms and factories and ships by which they gain their livelihood, more precious than the poems and paintings and statuary and symphonies by which they are inspired. Individual men are more precious than states and principalities, more precious than customs and institutions, more precious than science and technology, more precious than power and fame and glory. Even the Sabbath, symbol of so much that is sacred in the Christian tradition, was said by the Founder of this religion to have been made for man. Individual men are not beasts of burden. They are not slaves. They are not serfs. Save only for the conditions of life which set them free and the great ideas and hopes which

give them nobility, for which they should be ready to die if need be, individual men are the most precious things on the earth.

The second article of the democratic faith is implicit in the first: *The material earth and human culture belong to all men*. Whatever may be the appropriate institutional arrangements, the earth with its resources of soil, water, climate, flora, fauna, and minerals, with its continents and islands, its oceans and seas, its lakes and rivers, its mountains and valleys and plains—the earth, which makes physical existence possible for man, is regarded as the exclusive possession of no “superior” race, or people, or class. Likewise, human culture, the social heritage bequeathed to each new generation by all the preceding generations of men, the social heritage of tools, machines, and buildings, of habits, customs, and folkways, of knowledges, appreciations, and values, of ideas, philosophies, and institutions—the social heritage whose nurture raises individual man above the brute and bestows upon him the gift of humanity, is looked upon as the monopoly of no privileged order of men. This second article of the democratic faith repeats the affirmation of the Declaration of Independence that all men are created equal.

The first and second articles of the democratic faith, if taken by themselves, might conceivably be acceptable to a benevolent despotism; the third lays the political foundation of a society of free men. It declares that *men can and should rule themselves*. This article, be it noted, contains not one but two affirmations, both equally daring and precious. It affirms not only that men *should* rule themselves but also that they *can* rule themselves. Unequivocally rejecting autocracy in every form, however humane, it proclaims the doctrine that all men can and should be free. How daring and precious this article is the American people of the present generation, because of their long experience with political liberty, can scarcely comprehend. Suffice it to say that from the standpoint of past ages and the totalitarian world of today the

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**W**HILE democracy has not been limited to American soil, it is nevertheless true that it has here had its chief growth and that to this source it owes all its essential features as a great social faith. What these hard-won articles of faith are and what America must do to give the world the fairest examples of devotion to them appear in this article, the first in a new series based upon the citizenship findings of the Educational Policies Commission.

very thought that "hewers of wood and drawers of water" should raise their voices in the councils of the nation is a form of treason—nay, a species of blasphemy. Whatever else a democracy may be, it is first of all a society of free men.

The fourth article of the democratic faith is a corollary of the third: it states without equivocation that *the human mind can be trusted and should be set free*. It implies that in the process of rule men should trust their own minds and be eternally vigilant in the guarding of those opportunities and liberties through which their minds are matured and rendered competent. It implies, further, that they should resist every effort on the part of any class or group to keep them in leading strings, to shape their opinions for them, to narrow their access to knowledge, or to restrict their freedom to inquire and to learn, to think and to speak. This fourth article of faith also represents recognition of the superiority of the judgment of many over the judgment of one, frank acceptance of the scientific method as the only dependable guide to knowledge about the affairs of men and society, and clear recognition of the fact that the only trustworthy guardian of freedom is an informed and disciplined mind.

The fifth article of the democratic faith affirms *the immeasurable superiority of the method of peace over the method of war in the adjustment of differences and disputes among men*. Democracy looks upon resort to brute force as a barbaric survival from the past and works unceasingly for the day when war will be forever banished from the earth. It regards peace, moreover, as one of the great goods of life and knows that military habits and virtues are profoundly hostile to its own spirit. Wherever democracy goes it strives to substitute the method of mediation for the method of force. The introduction into society of the process of free discussion, criticism, and decision by secret ballot as a way of rule is one of the supreme achievements of civilized man. It must be evident, of course, that this fifth article can be operative only when all parties to controversy are loyal to its principle and are prepared to abide by judgments arrived at by its use. As long as there exists a party in society or a state in the world that rejects the method of peace, democracy must be ready to meet force with force. Always working for a universal acceptance of its faith, it must not neglect its own defenses.

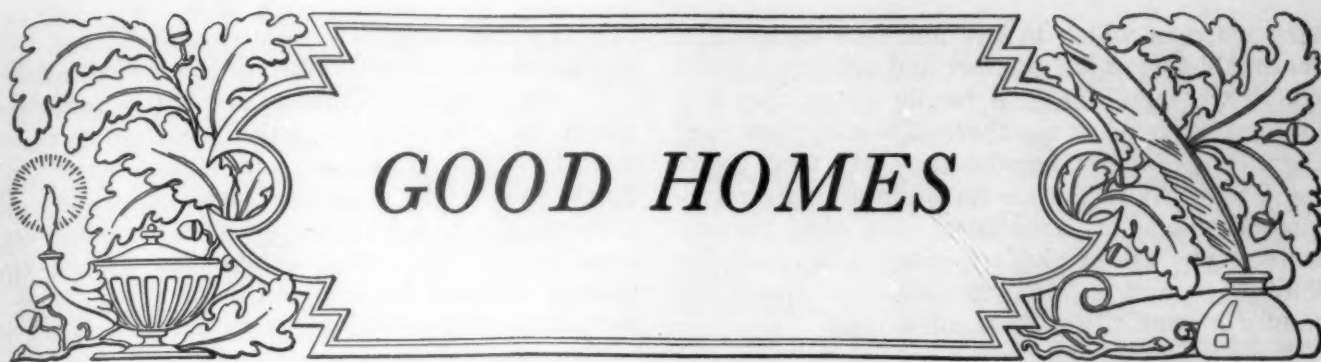
Finally, democracy believes that *racial, cultural, and political minorities should be tolerated, respected, and valued*. It rejects completely the totalitarian theory that the health of a society is to be measured in terms of the extent of its conformity and acquiescence. On the one hand, it realizes that the human values which it prizes

most highly, personal integrity and charity, are destroyed by the passions aroused in the persecution and suppression of minorities. Bigotry and intolerance are the deadliest enemies of human freedom. On the other hand, democracy sees in the minority, in the dissident individual or group, a major creative force in society, an instrument of social discovery, invention, and advance. Even here, however, there must be a limit to tolerance. Whenever any minority employs the liberties of democracy to corrupt or destroy those liberties, it forfeits its moral right to the guarantees and protections of a free society.

### Keep Faith, America

THE ORIGINS of the democratic faith are lost in the mists of history. Divers ancient peoples, notably the Hebrews, the Greeks, and the Romans, had a part in its early development. Later, certain Germanic tribes, particularly those that settled in Western Europe and on the neighboring islands of Britain, added to the heritage. More recently the English, the French, the Swiss, and the small peoples dwelling on the shores of the North and Baltic Seas have contributed mightily to the advance and the clarification of this faith. But of all the nations of the modern world America has been most fully and strikingly identified with the fortunes of democracy. From early Colonial times the great majority of the people migrating to this new land were ranged on the side of the battle for popular freedom. Drawn largely from the more democratic nations of the Old World and from the more democratic elements in their own societies, they constituted a positive selection in favor of the faith of common men. Although there have always been hostile currents among us, it has been our identification with the cause of free men that has made our history significant.

As one democracy after another beyond the seas is overwhelmed by dictatorship, America is called upon to assume an ever greater role in the defense of the democratic faith. Indeed, the time may not be far distant when the fortunes of free men everywhere will depend on the energy, fortitude, and wisdom of the "great democracy of the West." But in conducting this struggle we must realize that our major task is neither to defend the abstract articles of the democratic faith nor to defend all American institutions in their inherited forms. Rather, it is our task and opportunity to work boldly and zealously for a more complete fulfillment here in the United States of the democratic faith—a fulfillment more complete than has ever been attained at any other time or place in history. Such a program of active and positive support of democracy constitutes the only effective answer to the challenge of the dictators.



**T**HE home and the family are basic factors in human relationships and profoundly affect the stability and general welfare of the human race. In the dark ages of prehistoric man we find evidences of the family and the home. Father, mother, and children in the shelter of the cave gathered around the fire in an instinctive grouping for self-preservation and the perpetuation of the race, thus setting the pattern of the relationships which constitute the family and the home.

In primitive lives we find the first division of labor, some tasks being undertaken by the man and others falling to the lot of the woman. Here was the beginning of education, the children learning by observation and by practice the duties they were to assume upon reaching manhood or womanhood. Here children learned the ways and the aspirations of their people and the traditions of their forebears. Here the ideals, virtues, and loyalties were taught which bound them to the larger social unit—the tribe, the clan, or the race. Here we find the earliest form of worship, reverence for the household gods. In this primitive home and from the members of his family the child received the heritage that would direct his life. These fundamental functions of home and family are just as sound and basic today as they were in the early days of the human race.

Through the years man has learned that it is not sufficient that children are brought into the world. They must be so guarded and protected that they will survive. They must acquire the virtues, the skills, and the knowledge essential to the society in which they live. Since human offspring have a long period of weakness and dependence, the human family must have permanence and stability. Not only must the home provide security during infancy; it must afford opportunities for the child to learn and to prepare himself for adult life in the larger community outside.

The two essentials, therefore, in the development of children as individuals and as members of society are the complex human relationships known as the family and the material shelter and environment known as the home. In early times

**T**HE clearer our view of the goal, the more intelligent our plans and our performance. The platform adopted at the 1941 Convention of the National Congress of Parents and Teachers embodies the clearly seen and consciously approved goals of present-day parent-teacher endeavor. This platform is to be interpreted month by month in a series of articles contributed by the vice-presidents of the organization. Through their guiding words the guiding hands of local leaders may find support for programs that mean progress.

nature provided both essentials; today nature provides the first essential—the family—but the home is an expression of the family's economic status. Homes, that is to say, differ greatly as to the degree of adequacy and comfort provided as an environment for the development of different children. They differ too from generation to generation. In earlier days the home was the direct product of the labor of the family. The materials were hewn from the forest or quarried from the ground. The structure which housed the group was the creation of the male members of the family. Within the home, the women prepared the food and the clothing and the other essentials of home life, while the children shared in these tasks to the extent of their strength and ability.

**I**N OUR PRESENT social order, with its heavy concentration of human beings in urban areas, the family cannot follow this earlier pattern. The house in which the family lives is erected by strangers' hands; much of its food and clothing is prepared outside; and it is money, not loving labor, that determines the home's material aspects. Unfortunately modern society has not yet provided an economic system under which every family may be assured of even the minimum essentials of a satisfactory home environment: a safe and sani-

tary place in which to live and rear children, a reasonable degree of comfort and privacy, a place where the members of a family group may live and work and play together. Many families lack the means of supplying the necessary food, clothing, and other essentials for maintaining an adequate standard of living. And even when the economic means are available, parents often lack the knowledge and experience needed to spend the family income to the best advantage.

Means of acquiring these essential skills are not lacking. Adult education classes in homemaking are available in most localities. Many simple books and pamphlets have been written on the subject. Parent-teacher association meetings afford an excellent opportunity for presenting this information, and there are many parent-teacher study groups on child care and nutrition, feeding the family, and allied topics. Assistance in securing materials and leadership for these study groups may be obtained from state and federal agencies as well as from the National Congress of Parents and Teachers and its state branches. The present national crisis, with the increased emphasis on proper nutrition, should provide the impetus for extension of this type of parent-teacher activity. And now that the public schools are giving young people instruction in home economics, consumer education, and other phases of home and family life, the next generation of parents should be better prepared in this respect. Meanwhile the Federal Housing Administration is devoting its efforts to providing adequate housing, and federal and state agencies are assuming responsibility for providing sustenance for families of low income.

**T**HE MATERIAL aspects of home life, however, are by no means our only concern. Many physical defects can be cured and leave no lasting after-effects. An individual with a warped personality, however—with low standards of conduct and bad attitudes toward his fellow men—may become a permanent menace to society. So it becomes the duty of parents and teachers, with whatever help they may gather from whatever source, to see to it that every child is safeguarded in his spiritual, mental, and moral development. Of particular importance are the influences that surround him during the impressionable years of childhood, for it is in his home and from the members of his family circle



that the child acquires the attitudes toward life and society which will influence him permanently.

Parents are often unaware of the influence which the relationships within the family exert upon the child. Constant quarreling, recrimination, abuse, scorn, contempt, neglect, or lack of understanding, tolerance, or affection between members of his family—these may make extremely difficult his own adjustment to society, influencing his relations with his school companions and friends and even affecting his family relations when he reaches adulthood. A child, however, who has grown up in a family where affection, respect, mutual understanding, sympathy, good will, and recognition of the rights and opinions of others are the order of the day is well equipped to live harmoniously with his fellow men.

**T**HE CHILD'S attitudes toward society and his development as a citizen are also determined to a considerable extent during his early years in his home. As our early ancestors taught the young to love and respect the traditions of the race and their duties to the clan, so we must teach modern youth to understand and be loyal to our democratic way of life. This understanding is developed not only by instruction and precept but also by example. Father bragging how he drove the car at seventy in defiance of speed regulations; mother making false statements as to the child's age in order to avoid paying a fare; adults discussing how to avoid paying the full income tax—these things, although not intended for the child's ears, will make an impression, will indeed become a force in shaping the child's own ethics and his attitudes toward law and government.

The spiritual development of the child depends almost entirely upon his home and family environment. Our American tradition is rich in its devotion to religion and religious freedom. This heritage should be conserved and the spiritual values of life inculcated during the early years. "Man cannot live by bread alone." Fortunate indeed is the individual who has a faith, a reverence for a higher power, to motivate his life.

The attitude toward work also has its initial development in the home. It should be a basic thesis of home and family life that duties and responsibilities are *shared*, each member contributing in proportion to his ability. A sense of responsibility, sound work habits, an appreciation of the work of others, and a pride in one's own work well done should be the outcome of this work experience in the home. Household tasks and experiences are the finest possible medium for developing habits of cleanliness, neatness, punctuality, and personal integrity, as well as technical and manual skills. Nor should the aesthetic values be overlooked. A love

of beauty in its many forms may be stimulated through its appropriate expression in the home.

A HAPPY family not only works together but plays together. Shared fun and good times cement family ties. Some of the happiest recollections of home center around special family jokes, around family celebrations and excursions and other good times shared by the entire group. It is unfortunately true that the pressure of modern life tends to draw members of the family away from the home. Father's work may be at some distance. Mother also is frequently occupied outside the home. In fact, the whole tendency today is for us to have our recreation as well as our work away from the home and to participate as individuals rather than as a family. The children spend their hours at school, on the public playground, in club activities, or on the streets; few hours are spent in the home unless there are interests that attract them. Commercial amusements are not easy to resist, and their influence is not always wholesome.

If under these conditions recreation is to be planned for the family as a whole, a certain amount of thought and effort will be required. However, there are many games that can be enjoyed by old and young alike. Picnics are fun when the chores and responsibilities are shared. The back yard has been rediscovered and set up as the family recreation center. Modern home designs are allowing space for rumpus rooms or playrooms. Even public recreation centers are planning in terms of family participation rather than in terms of the specialized individual type of recreation. This indicates that family recreation pays dividends in health and happiness.

It is readily seen that in modern society, with all the human relationships involved, success in home and family life really is an art. In the opinion of some people it is rapidly becoming a lost art. As with other arts, success depends not only upon native ability and temperament but also upon study and training. Satisfactory results will be obtained only if all members of the family, old and young alike, strive to achieve the ideals established by the family. The task cannot be left to mother alone; but mother, if she is wise, will be able to set the tempo of family life and guide the members of the family into the satisfactions of a happy home. Discussion classes, P.T.A. study groups, and family relations clinics are available to assist members of a family in achieving happiness. Parent education classes are growing in number, for adults are recognizing as never before the importance of home and family life. Schools and colleges, too, have recognized family life as all-important in the field of human relations and have accepted their responsibility for

education in this field.

We have been speaking throughout this discussion of an old institution, as old as civilization itself. And there is nothing new about the reasons that have been given for promoting wholesome-ness in the home. But there is a new incentive, a new urgency about this matter. We have awakened to the fact that the home and the family are vital forces in the democratic way of life. Totalitarian governments have recognized this, and it is a part of their program to break home ties, to tear down confidence and respect between parent and child, and to remove the child from the influences of the home at the earliest possible age. We who wish to defend the democratic way of life should recognize the home as a main line of defense and exert every effort to strengthen the position of the home and the family. The democratic way of life should not only be taught in the home; it should also be practiced in the home.

IN DEMOCRACY we place our emphasis on the maximum development of the individual, believing that by so doing we shall provide a healthy, happy, loyal citizen, devoted to democracy because he is intensely aware that for an American that is the only way of life.

Our young citizen in the democratic home learns to respect authority because he understands it, knowing that it is based on love and affection and is established for his own protection. He respects the rules, regulations, and procedures of family life because he has had a part in shaping them. He understands that they are essential for the well-being and happiness of the group as a whole. He does not demand or expect special privileges that cannot be made available for all. He has learned the joy of working with others for results that will benefit all. He has learned to express his opinion in the family council and to be tolerant of the opinions of others. He knows how to make choices and decisions and abide by the outcomes. He has faith in his God, loyalty to his country, and love for his fellow man. He is the product of a good home, this new citizen of our democracy. The National Congress of Parents and Teachers believes that our democratic way of life will be safe in his hands.

—FLORENCE C. BINGHAM  
Vice-president, Region 8



# With Emphasis Upon *Nutrition*

MIRIAM E. LOWENBERG

**Q**UESTION: We have heard a great deal about foods which are essential to the health of the growing school child; how can we get all of these into his daily diet?

**Answer:** The first thing to realize is that he needs three good meals a day. He should not be allowed to eat a light breakfast or to dash off to school without having eaten all of his food, or he will be excessively hungry at noon and perhaps will not eat much in the evening. Breakfast for the active school child should have enough satiety value to keep him from being hungry until noon. The child whose meals are too light is the one who wants to eat sweets between meals. It is especially important to see that he gets enough protein.

Breakfast for a growing school child should include a cereal, preferably a well-cooked whole grain cereal. It should also include fruit, bread or toast, butter, and perhaps jam. Breakfast time is a good time for him to drink milk, either hot or cold—a cupful. Some children prefer to have the daily egg at this meal. The school child of eight or nine probably will not want more than one egg, but two will not hurt him. Any other way of cooking the egg is better than frying, because the child does not need the excess fat.

The noon meal, if eaten at home, may be the heavy meal of the day, or it may be just a lunch—cream soup made with milk and an abundance of the vegetable, or some hot vegetable dish, such as a casserole of vegetables. This dish may well contain some protein, too, such as cheese, left-over meat, or egg. Scrambled egg or omelet is also good. If the child is hungry, the use of macaroni or rice in the vegetable dish will give the food more satiety value. Sandwiches or bread may be used with this, depending on the heartiness of the other meal, and pieces of raw vegetable or a salad—perhaps a fruit salad to substitute for dessert—may be added. Desserts for children of this age should be simple; custards or mixtures of fruit, served with simple cookies or cakes, are always good. Another glass of milk may be given at this meal, the necessity for it depending upon the amount of milk used in the cooking. The child should have at least a cup of milk with each of the three meals, either in the food or as a drink. Of course, it is



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possible for a young child to drink too much milk. He cannot very well drink more than a quart and also eat the other things he should have.

Dinner, which for many children is the evening meal, should contain a serving of meat—a fairly generous serving if the meat is not heavy with fat and is not covered with rich gravy. At this meal he should have potato and other cooked vegetables. These cooked vegetables should be varied. Green and yellow vegetables should be used frequently, because they are the ones that contain Vitamin A and other valuable materials. A salad (or some raw vegetable) and bread may follow. Most of the breads and cereals used for children of this age should be whole grain. Whole grain cereals contain vitamins and minerals which white bread and white cereals lack, and there is danger that a child of this age may “fill up” on caloric foods which do not give him the minerals and vitamins he needs. There is nothing really wrong with white bread as far as nutritive value is concerned except that it does not contain enough of the essentials. Fortified white bread contains some of the vitamins found in whole grain cereals.

A simple dessert, again, should be used to finish the dinner, and the child should have a glass of milk.

**Question:** If my child is hungry at four o'clock, or when he comes home from school, should I feed him? If so, what?

**Answer:** Give him fruit. If he is too hungry for that he may have a glass of milk. The best plan, however, is to try to get him to eat three good meals and to eliminate this between-meals feeding. Make his lunch hearty, with plenty of protein in the form of eggs, cheese, or meat. What he does eat between meals should give him vitamins, minerals, and calories; it should not be something which merely satisfies his appetite because it is so sweet and rich.

*Question:* Why do some children apparently crave sweets?

*Answer:* Probably their regular food does not have enough satiety value. There is too little protein in it. Many persons who have dieted to reduce weight have found that when they eat more protein they are not hungry between meals even though they have less calories. The great danger of living on a watery vegetable diet is that one is tempted to eat between meals and upset the diet. The same thing is probably true of a growing child.

*Question:* Is it necessary to consider other things besides the type of food which the diet contains?

*Answer:* Yes, it is especially necessary to consider the texture—that is, the consistency—of the food; the color; and the way it looks on the child's plate. A child may learn to dislike a food because it is sticky and gummy and of poor texture, or he may refuse it because of its unappetizing appearance. He probably will not know why he dislikes it or how to tell you to change it, but he is conscious of the texture and appearance of his food. He should have crisp foods to give him variety.

*Question:* Do the eating habits of adults affect those of children?

*Answer:* They certainly do. Children of school age imitate adults whom they admire, even to copying food habits—witness the boy who eats what the football coach or the track champion is eating. Parents should provide their children with good food and should eat the same food with enthusiasm themselves if at all possible. They should say little about the food; in other words, they should take it for granted that the child will eat it. Perhaps one of the best preparations a parent can make for helping a child toward good food habits is to learn to like a variety of foods himself and, if he has food dislikes, to overcome them if possible. It is not always realized how subtle are some of these influences on the child's food habits. Adults think that they conceal their food dislikes; but I have seen many children in nursery school eat less well than formerly, because the teacher disliked certain foods.

*Question:* When should one start teaching a child good food habits?

*Answer:* From the very first time he nurses at breast or takes milk from a bottle. The baby is easily affected by his mother's attitude. Some peo-

ple go so far as to say that he should always be fed by the same person, so that he will feel secure and know that he is going to get his food; that it will be fed to him correctly, so that he won't choke. It is best to prevent, if possible, any unpleasantness with food. The child who chokes on cod liver oil because he takes too large a spoonful the first time is afraid after that.

Food dislikes may creep up. Even though a child likes his vegetables for a few months, he may show a sudden distaste. This may be due to any of several factors. First, the food may be of poor quality. Canned goods vary in flavor; a new brand may upset the child's habit. When this happens it is well to investigate and see whether the food is as good as it should be. Again, the child may find that he gets attention by objecting to his food. It is easier for a child to become the center of attention during the meal than at any other time during the day, and he is willing to forego food he really wants if he gets attention. At first he does not dislike the food, but he learns to dislike it as he keeps refusing it and constantly gains more attention.

*Question:* What are the really important things to observe in planning a diet for a school child?

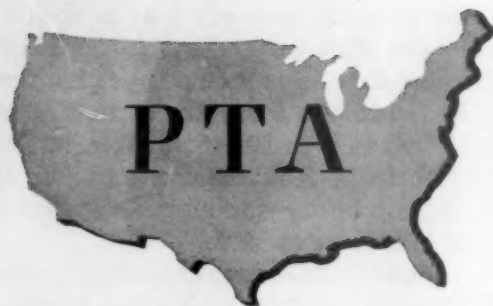
*Answer:* There are four. First, meals should be regular and approximately equal in size, the breakfast perhaps slightly lighter. The great danger is that a hurried meal will leave the child hungry and that he will eat between meals.

Second, the child should have enough good protein, such as that from eggs, milk, and meat. He should have enough minerals and vitamins, such as those to be found in milk, dairy products, fruits, and vegetables, plus cod liver oil.

Third, he should have whole grain cereals and simple desserts to add to his energy foods.

Fourth, most of his food should be simple and easily digestible.

Several other things should be kept in mind. First, food habits are formed during the first year of life. Second, a child may acquire food dislikes through some external circumstance, which can be discovered and corrected. Third, the more indifferent a parent is to what the child likes and does not like and the less he fusses over meals, the more matter-of-fact will become the child's feeding habits. Children should not be allowed to feel neglected. If a child gains attention legitimately he will not seek it by refusing food.



## Frontiers

### Colorado

**Helping Youth Find Its Place.** In Colorado we have a state project that serves a common purpose, a common interest toward which each local unit feels a deep responsibility and for which it plans a definite contribution. This state project is the Boys' Loan Fund of the Colorado Congress.

The Boys' Loan Fund was established about twenty-five years ago to meet a definite need—that of assisting worthy boys in college who, because of financial difficulties, are not able to continue their college work, but with a bit of aid from the outside might continue. The fund does not finance students through the entire college course; it is merely an aid to which junior and senior students may resort for limited assistance. The applicant must have been a resident of Colorado for at least four years prior to application; he must have completed the sophomore year in college; and he must continue in a Colorado college. He must give his note; two co-signers are required, each of whom must have sufficient property to validate his signature. Interest (at the rate of 4 per cent) begins from the date of maturity of the note, which in most cases is the time at which the boy is graduated from college. Three letters, one from a teacher and two from persons outside the college (not members of the immediate family) who can vouch for the boy's honesty, personal character, and ability to repay the loan are also required.

**T**HE FUND is administered by a board of four directors elected by the board of managers of the Colorado Congress; the state president is a member ex officio. The fund is not endowed; it depends upon voluntary contributions from the local units. Many local units and individuals contribute to this fund the money usually spent for flowers in cases of bereavement or illness. The family concerned is appraised of this action through a memorial card forwarded by the state president. Thank offerings are also made.

During the twenty-five years of its existence, this fund has been instrumental in enabling scores

of boys to equip themselves to meet life's problems. Among its beneficiaries are a former consul to China, leaders in their fields of activity in numerous South American countries, specialists in the medical profession, teachers, lawyers, and many others whose contributions to their communities and to society have made clearly evident the great value of the Colorado Boys' Loan Fund.

—EMMA M. RICHARDS



**Parents Tackle the Bicycle Problem.** The increasing number of bicycles operated by children presents a distinct problem. The parents of School District 89 (Maywood, Melrose Park, and Broadview, Illinois) have inaugurated a cooperative plan to insure greater safety.

P.T.A. Council 28 took inventory of the hazards to youthful bicycle riders. In certain schools nearly half the children in grades 1 to 8 inclusive owned bicycles. In the seventh and eighth grades, 85 or 90 per cent of the children owned them. There were 3,500 children in the school district.

The council's safety committee, headed by an energetic chairman, drew up plans, to which a number of cooperating organizations contributed. The police department gladly painted lanes on the sidewalks adjacent to the school grounds in preparation for the Saturday morning testing. The American Legion furnished decalcomania stickers for children whose bicycles passed the mechanical fitness tests. The P.T.A. council provided photographs and news articles; local P.T.A.'s furnished members to do actual lane testing and procured buttons for children who passed the performance tests.

The various testing grounds were places of great activity on Saturday mornings. Even the neighborhood dogs sensed that something unusual was afoot and milled through the crowd!

As a child submitted his bicycle for examination for mechanical fitness, it was checked for broken spokes, warped rims, loose hub bolts, presence of reflector and bell or horn, tight or loose wheels, unsubstantial handlebar grips, a loose fork, or anything that might contribute to an accident. If passed, the owner received a decalcomania sticker with the inscription *Safe Bike Rider Award* and the emblem of the American Legion. If not, he was told in what respect it was faulty. He could then have repairs made and present himself the following Saturday for a repeat test.

THE child whose bicycle was approved was ready for his rider's tests. The first of these was conducted on a lane seventy-five feet long and three feet wide. Here the child was tested for control of his bicycle when riding slowly. The inspector, stop watch in hand, required that he stay within the lane and take at least thirty seconds to complete the seventy-five feet. If he could not pass this test after two or three trials, he could practice during the week and present himself again on Saturday.

The next station introduced the obstacle test (for precision and control in manipulation of the bicycle). This lane, too, was seventy-five feet long, but it was five feet wide. At intervals of ten feet six folding chairs were placed in the center of the lane. The rider passed to the right of one and to the left of the other, alternating until all obstacles were passed. Each time an obstacle or a side line was touched by the bicycle or the rider a point was deducted from his total score. Flagrant lack of control required retrial.

The child who had passed the obstacle test was ready for the inspector of brakes and pedaling. He was first given instruction in stopping a bicycle gradually. He was taught to use the ball of the foot on the pedal. He then demonstrated proper braking. Skidding of wheels was outlawed.

The fourth and final test was signaling. The child dismounted and gave appropriate signals, using only the left arm for left turn, right turn, and stop. He was then told to ride to a designated place nearby, demonstrating one or more of the aforementioned. Emphasis was placed on giving the appropriate sign clearly prior to the actual act of turning or stopping, so that both hands could be back on the handlebars in executing the signal. If this fourth test was successfully completed the child presented himself to the P.T.A. safety chairman, who gave him a button labeled *Bicycle Safety Award, P. T. A., Dist. Council 89*.

This campaign, like every group activity, needed an appropriate build-up. In health classes teachers presented the need for careful riding. They were guided by material furnished them by the safety committee. Auditorium showings of sound films

were given prior to the opening day. The police department dispatched an officer to talk to the school assemblies, describing the local ordinances pertaining to bicycles. They also distributed cards containing rules for safe bicycle riding. (These are furnished by the State Department of Highways of Illinois.) The principal discussed many features of the campaign over the school public address system. In regular P.T.A. meetings parents were acquainted with the purpose of the campaign and urged to help children to see its value.

The plan was successful because many parents were willing to give their time for organization, registration, and inspection. Children ride more carefully, and motorists are more observant of cyclists. If the campaign prevents only one accident or fatality, the efforts of all will be amply repaid.

—WALTER B. ERIKSEN



**Cooperation at Its Best.** Organizations interested in child welfare had cause for concern during the trying days of 1933. It is easy to recall the curtailment of educational opportunities—budgets were slashed to the core, and education bore the brunt of necessary tax re-

duction. Leaders feared that programs developed over a long period would be wiped out before the general public was aware of the significance of the loss. During the same period the Wisconsin Congress felt the inescapable effects of Old Man Depression. Membership had reached a low point, and financial balances were "in the red." Out of these conditions grew a specific program of cooperation through which the Wisconsin Education Association offered material assistance to the Wisconsin Congress, so that both groups might be better able to promote the program of child welfare to which each organization is dedicated.

THE plan, which was part of an extensive program in public relations, is briefly sketched:

1. A field secretary, with salary and expenses paid by the Wisconsin Education Association, was supplied to the Congress. This person was to work with the Congress president to build better home and school relationships, to interpret educational needs and problems, and to aid in developing the Congress program. No demands or limitations were set up.

2. Two pages in the WISCONSIN JOURNAL OF EDUCATION were made available for Congress use. Copies of the JOURNAL were mailed by the Wisconsin Education Association to each local unit, each city or county council president, and each member

of the state board of managers. The dual value of this service is obvious.

3. The P.T.A. section at the annual state convention of the W.E.A. was given the same financial allowance as the regular association sections.

This program has served continuously since 1933. It is difficult to evaluate a special project, because there are many factors that contribute to the success of every venture; there are innumerable personal contributions to every total picture; and there are always new frontiers and new avenues on old fronts to be paved and repaired. In the total picture, however, we now see a permanent state office, an increased membership, financial security with balances "in the black," an organization publication—the WISCONSIN PARENT-TEACHER—and an increased awareness and understanding of the great value of home and school cooperation.

—EMMA BROOKMIRE



**Enough for All.** It is an appalling fact that over 40 per cent of the children in America are not getting enough to eat. This cannot be questioned. It is also an unquestionable fact that an Object of the Parent-Teacher Association is "to promote the welfare of children and youth in home, school, and community."

How can any country or organization hope to raise the standards of home life, teach democracy, and produce a better citizenship when a large proportion of its children remain hungry or undernourished in a land of plenty?

In New Mexico many children come long distances to school. Some ride fifty or sixty miles on school buses every day. Many leave home before it is light and return after nightfall. A great many of these children eat their too small lunches before school begins in the morning and have to go all day without food. It is hard to keep children from underprivileged homes in school, even when it is possible to get them enrolled. This is the problem.

Most people have heard of WPA and the Surplus Marketing Administration, but too many still think of them vaguely or lightly. The fact remains that there is plenty of food and that children must be fed. A hot lunch project must be sponsored

by some organization or group of responsible citizens in order to receive Federal aid. All equipment and food not on the surplus commodities list must be furnished by the community. Where there are no kitchens and no serving facilities this may seem a real problem. But with such a large proportion of the essential things provided by the Government, the community should be only too glad to supply its share.

**I**N NEW MEXICO, the first thing to be made plain was that all children were to be fed, without distinction. Families who could afford to pay for their children's lunches were expected to do so. Some parents sent provisions from their farms or larders; others provided wood or furnished labor to pay their share. Some could not pay at all. The children were not told who paid and who did not.

A great many schools had to start with no equipment. The community was called on and responded generously. One school needed a cookstove; an advertisement was run in the local paper and an announcement was broadcast, and five good stoves were offered. One rural school had an old-fashioned house raising; everyone brought boards and nails, and an all-day meeting with dinner was held. Men and women worked, and a sound little kitchen was built at small expense to the organization. In some towns church basements were used to cook and serve the food. But all over the state *we fed the children*. There are a few provisions that were not included as surplus commodities, and these were either bought with the money taken in or donated by those who paid for their children's lunches in this way. Cooks were provided by WPA and were supervised by WPA and the sponsoring institutions.

Where projects were well managed, the results were unbelievable. Even with poor supervision there were gratifying results. The attendance of underprivileged children increased greatly; the children developed mentally as well as physically; and they had a great deal more energy at the end of the day. The training in cleanliness and good table manners was in itself worth while.

Hot lunches are now a major project of the New Mexico Congress. Our aim? It is to rear strong men and women for the future citizens of our state, "The Land of Enchantment."

—MARY THORSON

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*A community is like a ship; every one ought to be prepared to take the helm.* —HENRIK IBSEN

# Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

## DEFENSE BEGINS AT HOME—

**Article:** THE HOMEMAKER TAKES OVER—By  
Afton Smith (See Page 4)

### I. Pertinent Points

1. The homemaker faces each new day with the need for doing every part of her work better than before. If she cannot develop new skills, she cannot build adequately for defense within her own home. The strength of any nation depends upon the individual home and the individual homemaker.
2. A good homemaker works to develop better standards of living not only within her home but in the community. She is the major consumer of goods; upon her it will depend whether or not the goods are up to standard and are the best that she can buy for the money she has to spend.
3. All of the activities and ideals which go into the making of good citizens are developed within the home. The homemaker, therefore, is the greatest of all educators under a democratic form of government.

### II. Questions to Promote Discussion

1. What are some new skills which the homemaker will have to develop under the present defense program?
2. How can homemakers help to set standards for consumers?
3. How can parents insure that the home morale will be good and that all the children in the United States will acquire high standards of citizenship?
4. What part can parent-teacher associations play in guaranteeing a good standard of living, such as is now provided by the American way of life?

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## HOW WE GROW—

**Article:** PREPARING FOR THE NEWCOMER—By  
Harold H. Anderson (See Page 20)

### I. Pertinent Points

1. Every baby has the right to be wanted very much by his parents. He has also a right to healthy, happy parents. Both of these factors are important to his mental and physical health.
2. There are so many advantages in having children that authors have written lists of these two, three, and four pages long.
3. In a democracy, individual citizens are the country's greatest wealth. Nothing is so important as citizens with sound bodies and healthy minds.

### II. Questions to Promote Discussion

1. What are some health precautions which it is necessary to take before and after the birth of a baby?
2. How far is the young baby's daily life the responsibility of both his father and his mother?
3. What part should the community play in providing good homes for young children?
4. How can parent-teacher associations help to develop a sound home and community program for prenatal, infant, and preschool health care and education?

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# BOOKS *in Review*



## NEW WORLD NEIGHBORS SERIES

Books for boys and girls aged 9 to 13. Written by educators, explorers, and specialists. Boston: D. C. Heath, 1941.

Reviewed by PAUL A. WITTY, Professor of Education, Northwestern University

LETTERS FROM GUATEMALA.	By <i>Delia Goetz</i> . Illustrated by Katherine Knight.
KIMBI, INDIAN OF THE JUNGLE.	By <i>Henry Lionel Williams</i> . Illustrated by Harry Daugherty.
AROUND THE CARIBBEAN.	By <i>Nora Burglon, Thelma Glazer, and E. Mark Phillips</i> . Illustrated by Ann Eschner.
EXPLORING THE JUNGLE.	By <i>JoBesse McElveen Waldeck</i> . Illustrated by Weda Yap.
THE GAUCHO'S DAUGHTER.	By <i>Katherin G. Pollock</i> . Illustrated by Barry Bart.
RICHES OF SOUTH AMERICA.	By <i>V. Wolfgang von Hagen</i> . Illustrated by Paul Kinnear.
BOYS OF THE ANDES.	By <i>Alice Curtis Desmond, Alida Malkus, and Ednah L. Wood</i> . Illustrated by Frank Dobias.
ALONG THE INCA HIGHWAY.	By <i>Alida Malkus</i> . Illustrated by the author.

THE need for understanding and appreciating our Spanish- and Portuguese-speaking neighbors to the south was perhaps never greater than it is today. In the "New World Neighbors Series" parents and teachers will find real aid in meeting this need. Information "concerning the life, customs, legends, history, and resources" of these groups is presented in stories of Central American and South American children at work and at play. What is more, the information is authentic, obtained by the authors through traveling, exploring, or living in the various countries.

Children will find this series enjoyable as well as informative. They will like the attractive bindings and the really superb illustrations, many of which are in color. And they will be delighted with the adventure, the surprises, and the dramatic action in the stories. The reviewer was impressed on reading these stories to find that none is marred by "talking down" or by "sugar-coating" information. Facts which are essential or important but which would interfere with the movement of the story are presented simply and naturally in separate, clearcut expositions; in colorful pictures; and in really readable picture dictionaries and glossaries. With one or two exceptions, the stories move swiftly to a good climax, presenting a contrast to the usual factual story,

in which information in unnecessary detail is dragged in laboriously and deviously. Brevity, a simple vocabulary, and easy sentences make it possible for the average child to read the books with ease and satisfaction. So vivid and fascinating are the stories that the young reader will unconsciously enter into the work and play, the ambitions and desires, the joys and sorrows of his neighbors to the south; and through these experiences he may come to understand and appreciate his new world neighbors.

These books will prove very useful to units whose social studies deal with Central and South America. They may serve to stimulate interest and further study or to supplement regular work in developing richer appreciation and understanding. But they should also be valuable as recreational reading. Because of their literary excellence and their charm, they should contribute to the development of a taste for good literature as well as to enrichment of experience and understanding. They are designated for various age levels: (1) for grades 4 through 7, to provide for individual differences in reading ability within any grade; and (2) for the upper elementary school and the high school, to give the retarded reader attractive material of current interest and low difficulty. Elimination of grade marking prevents embarrassment for such a pupil.

These books will undoubtedly meet real needs. There may be some who will join the reviewer in wishing that the series had been so conceived as to provide as well-rounded a picture of life in all the countries or regions as *Letters from Guatemala* does for Guatemala, or as adequate a portrayal of all the major industries as *Riches of South America* does for some. Stories of Brazil, Paraguay, and Uruguay are missing; for many countries or regions only one type of life or industry is pictured; and several important industries are omitted. New books in the series with stories on those themes will probably come later. The subject matter covered by the eight volumes is revealed by the following brief summaries:

*Letters from Guatemala.* Interesting letters to a friend at home, written by a boy from the United States. Descriptions of: everyday family life in Guatemala; life in a Spanish school; trips to banana and coffee plantations, markets, and Indian villages; Christmas and Independence Day customs, and so forth. Written by Delia Goetz, who lived in Guatemala City for some time, these stories present a comprehensive view of an interesting country.

*Kimbi, Indian of the Jungle.* An exciting story of how an Indian boy in a primitive jungle of southern Ecuador learns the ways of his tribe, the Jivaros. Written by Henry L. Williams, who has lived with these people and has made two trips to the Jivaro territory with Commander Dyott, famous explorer, the story has an authentic tone. (Grade 4.)

*Around the Caribbean.* Three vivid stories. "Double Doors" (Burglon) tells of a Cuban boy's efforts to become a potter like his father. He succeeds in selling pots to the tourists in the market only when he fills them with sugar cane, pineapple, and banana plants and tells his customers about these products in Cuba. In "A Knife for Pedro" (Glazer) a Colombian boy sells a bunch of bananas to buy a knife. The boy and his donkey have an exciting race with a banana train to the port where bananas are loaded on ships to be carried across the Caribbean to North America. "Young Balsamero" (Phillips) pictures the process of obtaining balsam sap in El Salvador. (Grade 5.)

*Exploring the Jungle.* An exciting account of a trip into the jungles of British Guiana by the author, JoBesse McElveen Waldeck, and her husband, who were sent to South America by the

Museum of the American Indian. The story pictures life among the Arawak Indians of the jungle and provides vivid descriptions of jungle plants and animals. (Grade 5.)

*The Gaucho's Daughter.* Story (Pollock) of how a young girl of Argentina helped to reestablish her cowboy father on a ranch when he had lost his job and had been very unhappy trying to earn a living in the big city of Buenos Aires. (Grade 6.)

*Riches of South America.* Five interesting factual stories about important industries. "Coffee Out of the Cup" tells of harvest time on a coffee plantation in Colombia. "The Hat of Straw" deals with the making of panama hats in Ecuador. "The Wood that is Lighter than Air" gives a vivid description of cutting balsa trees in Peru. "The Drink of the Gods" tells of the cacao industry in Venezuela. "Devil's Metal" presents tin mining in Bolivia. Written by von Hagen, well known for his explorations in Latin America and for his work as a naturalist, ethnologist, and geographer, these are exceptionally informative stories.

*Boys of the Andes.* Includes three stories. "Farm Boy of the Andes" (Desmond) portrays the conflict between a father and his son over old and new methods of farming on the mountain terraces in Peru. In "Eleven Thousand Llamas" (Malkus), Cusi learns to herd llamas on the mountains of Peru. "The Battle of the Kites" (Wood) tells of a kite-flying contest in Chile. (Grade 7.)

*Along the Inca Highway.* Includes several stories. Presents contrasts between "Flying South From Panama" along the west coast of South America and the "Drift Voyages" of the early "Strangers Come to Inca Land." Brings important historical events vividly to life in "A Page to Pizarro" and in "The Boy Who Helped Bolivar"; in the latter, the struggle for freedom from Spain is described. Written by Alida Malkus, who has traveled and carried on research in South America. (Grade 7.)

It is the hope of the reviewer that these stories will be widely read by boys and girls in and out of school. The low cost of single volumes (32 cents) makes the books admirable for parents to use as gifts. Parents who complain of the hold that comic books have obtained on their children will welcome these volumes as excellent antidotes. Their durable binding, admirable literary style, and general timeliness make them especially appealing and appropriate.

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*In literature give children only what is simple. Simplicity has never corrupted taste; all that is bad in poetry is incompatible with it. Our taste in food is corrupted by too strong flavors, and our literary taste, pure in its beginnings, is ruined by over-emphasis. Be careful of these young eyes and young minds; give them authors that repose and delight them.*

—JOSEPH JOUBERT

# Around the Editor's Table

**S**AFETY may be found in small numbers, but power to act for the welfare of the many is vested in large numbers. The growing membership of the National Congress of Parents and Teachers and the increasing value of its work unite in substantiating this belief.

Neither of these factors is a mere accident, nor is the existence of either factor a haphazard occurrence. Each fall finds veterans as well as new recruits giving generously of their time and energy to familiarize potential members with the time-honored objectives of the Parent-Teacher Association. And their labors have not been in vain. When the membership figures for the past year were totaled, a gain of 100,589 was recorded. The National Congress of Parents and Teachers today numbers 2,480,188 men and women, their efforts linked by a common bond of love for children and desire that every child shall have an opportunity to be strong in body, clear in intellect, and generous in spirit.

Membership enrollment begins again this fall. It goes without saying that if a member wishes to speak intelligently and understandingly about the movement he must have certain information lodged safe in his mind. The will to make known the value of membership can easily be defeated by a deficient knowledge of parent-teacher aims and objectives, projects and purposes. Accordingly, one must keep alive one's contact with fellow members, and one must also be alive to what is being said and done in the local association and in the state and national Congresses. As many members as possible should have access to all parent-teacher literature, which includes both state and national publications. Clearly, then, the individual who wishes to base his presentation upon matters of current import will do well to read the *National Parent-Teacher*, the official magazine of the organization. Other important sources of guidance are the *Proceedings*, *Schools for Democracy*, the *National Congress Bulletin*, and various pamphlets and leaflets.

What, after all, are these publications but one of the most valuable services which the National and State Congresses exist to provide?

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**A**DISPASSIONATE inquirer who should attempt to estimate the accomplishments of last year's parent-teacher endeavor might well be referred to the radio program *Citizens All*, which was broadcast over NBC beginning January 6 and ending March 31. Dr. Ernest O. Melby, who acted

as coordinator of this successful series of radio broadcasts, recently evaluated the program with instructive results. We quote from his report:

"Although our efforts today to think through difficult problems may seem feeble, every attempt openly and democratically made to discuss plans of action will be dynamically important to the future of our country—even of the world. Certainly such a social instrument as radio, which reaches so many millions of our citizens—parents, teachers, young people—must influence their thinking and acting more deeply than we realize.

"*Citizens All*, a program devoted to the problems of young people and their parents and teachers, might be likened to a pebble dropped into a pool as large as the United States. One simply cannot tell how many ripples—or currents of thought—may be set in motion by a pebble—or an idea—dropped into this great pool of parents and teachers and young people.

"I have thought of the *Citizens All* series as an example of a practical and functional program by which the effort to make democracy a way rather than a theory of life can be demonstrated throughout the nation. Teachers, psychologists, doctors, poets, social workers, and parents joined in a vast forum for the discussion of ideas important to every parent and teacher and young person today—ideas which, all of us recognize, must be faced and solved."

From the hundreds of letters received, it is safe to say, in the words of Dean Melby, that many ripples—or currents of thought—were set in motion by *Citizens All*. To keep these currents moving, the National Congress is planning another radio program, which will be built along similar lines. The tentative schedule indicates that this program will go on the air in November.

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Two important bulletins have just been released by the National Recreation Association. One is a bibliography entitled "Our Neighbors to the South." It contains listed references to dances, music, plays, pageants, festivals, customs, games, party plans, and other sources of program material from Central and South America. The other bulletin presents suggestions for a Pan-American carnival, introducing some of the folk ways and quaint recreational customs of a number of American countries. The price of the bibliography is 15 cents; that of the carnival plan, 25 cents. Both may be secured from the National Recreation Association, 315 Fourth Avenue, New York City.

# Mental Hygiene and the School Child

GOING to school for the first time is no small matter to a child. It is his first contact with organized society. For the first time he is on neutral ground; he is just one of the many. His position is no different from that of others. The whole situation is entirely new to him, and unless his training has made him flexible and confident he is likely to have difficulty in meeting it.

To participate in group activity, to recite before a class, to receive instruction as one of a group—all these represent adjustments which are difficult for many children. To sit quiet in a stiff seat is in itself a hardship for some children. One little first-grader, a model of conduct until the teacher's back was turned, disappeared instantly every time she looked away. Invariably she found him at the back of the room, crawling on the floor.

Fear, although sometimes suppressed, is always harmful and may seriously affect the child's adjustment to school. Many children are frightened and refuse to stay unless some member of the family stays with them for several days. Others come to school fearing the teacher; these have usually been threatened: "You wait till you go to school—the teacher will take care of you!" This fear is not alleviated by the rather impersonal treatment which the teacher is forced to give the individual child, and, as a result, the child's true ability may remain undiscovered for years.

Competition is another difficult new experience. Often a child who at home has been considered a paragon of intellect is shocked when he is confronted at school with children who are as bright as he is or brighter. He finds it difficult to realize that he will have to work to achieve any success. Or the converse may be true—he may find that he knows more than his classmates do. And this also will have undesirable results. A feeling of either inferiority or superiority to the other children is unfavorable to sound development.

All such difficulties can be at least partially prevented. Every child's mind should be tested and his attitudes studied before he enters school. Parents and teachers could then be advised of effective techniques.

Frequently the teacher has to expend time and effort in adjusting difficulties which should be taken care of outside the classroom, and the normal, adjusted children suffer from lack of attention. As long as there are underprivileged children in our schools, all our children will be underprivileged. —JOSEPH MILLER, National Chairman Committee on Mental Hygiene

## CHILDREN IN A DEMOCRACY

### Program Outline

#### First Steps in Character Building

Refer to the following articles in this issue:

PICTURES AND PEOPLE. PAGE 14

LET'S TAKE IT! PAGE 18

GOOD HOMES. PAGE 27

#### Objectives of Character Education

At best, any definition is a mere skeleton, which must take on substance and life from discussion. A number of definitions<sup>1</sup> of the objectives of character education are here listed for your lively discussion.

1. Character as doing what society expects.
2. Character as life in accordance with the dogma of some religion.
3. Character as the service of the state.
4. Character as unselfish motives, love of fellow men, desire to serve.
5. Character as the harmonious adjustment of the personality.
6. Character as sincere action, in accordance with conscience.
7. Character as imitation of some ideal persons.
8. Character as the integration of values, doing the "best" thing in each situation.

#### Some Underlying Problems

If character training is essential in the following cases, what kind of educational effort would you consider desirable for each?

Eight-year-old Johnny was found "beating up" seven-year-old Eric, who had recently moved into the neighborhood. When he was asked why he wanted to hurt the little boy who could have been his playmate, he answered: "He is not an American. He is different." Ridiculing Eric's accent, Johnny continued, "He speaks funny English."

Mrs. John Smith was a successful homemaker and clubwoman and was president of the local P.T.A. Her daughter, Jane, was caught cheating on her arithmetic examination. When discovered by her teacher, she cried, "Please don't tell my mother. She will cry and say I have disgraced her for life."

For his seventh birthday, Bobby wanted an electrical toy more than anything else in the world. And when his birthday came, Bobby got his electrical toy. A few days later a schoolmate came to the house. After a little while screams were heard, and gentle Bobby was found beating his friend with both fists. That night Bobby's father talked to him about the incident. Bobby said: "Daddy, if he had loved it as much as I do, I would have given him the train. But he didn't love it at all."<sup>2</sup>

#### Fundamental Questions

1. What attitudes must parents possess if they are to foster such virtues as honesty, sincerity, truthfulness, and justice in their children?
2. How much freedom do you consider desirable for a child of six years? Eight years? Ten years? In what situations do you permit the child the greatest freedom of choice and decision?
3. How can character building, begun in the home, best be continued in the school and the community?
4. What is the P.T.A. in your community doing to stimulate character building in children? What suggestions do you have for extending character development for children in a democracy?

<sup>1</sup> From Department of Superintendence, Tenth Yearbook.

<sup>2</sup> Adapted from Stephen Escot, Ludwig Lewinsohn.

# GUIDING THE HIGH SCHOOL YOUTH

## Program Outline

### What It Means to Be an Adolescent

Refer to the following articles in this issue:

DO ADOLESCENTS NEED PARENTS? PAGE 8.

LET'S "TAKE IT!" PAGE 18.

DEMOCRACY AS A GREAT SOCIAL FAITH. PAGE 24.

### Dramatic Situation

"Mother, Miss Cox says I have a spark of divine fire. I am to be a great writer some day."

"Isn't that nice? Did you remember not to wipe your pen point on your petticoat today?"

"Oh, mother, you know that's not a question of remembering. I never do it when I'm thinking about it. But you didn't half listen to what Miss Cox said about me."

"Indeed I did. She said you had a divine spark of fire. That means you'll get another A in English this month on your report card."

"It means more than any old report card. It means my whole life. I'm to be a writer, a great writer."

"But first you must finish school and college. And that means you have to do your mathematics better. Remember how angry your father was about that E in geometry last month."

Elizabeth sighed. She went out on the back porch, which looked across the city. Lights pricked the blackness. Like a necklace which had spilled over velvet. Oh, words were lovely.

The moon was still there, a more emphatic silver now. Moon of Shelley and Keats and Shakespeare and my moon said Elizabeth and went in to dinner.

—From *One with Shakespeare*,<sup>1</sup> BY MARTHA FOLEY.

### Fundamental Questions and Problems

1. Suppose Elizabeth's mother should realize that her daughter is gifted and should begin to support her desire to write, what difference would that make to Elizabeth?

2. What are the similarities in behavior of children and adolescents? How do you account for them?

3. Discuss: A boy wanted to join his "bunch" to go skating on ice that had been condemned. His parents refused to let him go. After slamming his door and shutting himself up in his room for a while, he came down smiling and said, "I am glad you did not let me do it. I did not really want to, but I did not want to be called 'sissy' either."

4. Discuss: Parents who find it difficult to discuss with their children the meaning of pubertal changes should provide good books to instruct their children. Suggest other ways to meet this problem.

5. How can mother, father, and teacher guide the emotional maturing of the adolescent boy or girl? Why are feelings of being loved and accepted so important to wholesome development?

6. What is your P.T.A. doing to provide adolescents with a home, school, and community environment which will develop intelligent, happy, loyal citizens?

### Selected Readings

*Love at the Threshold.* By Frances Bruce Strain. New York. D. Appleton-Century Co.

*The Family and Its Relationships.* By Groves, Skinner, and Swenson. Philadelphia. J. B. Lippincott Co.

*Everyday Problems of the Everyday Child.* By Douglas A. Thom. New York. D. Appleton-Century Co.

<sup>1</sup>Reprinted by permission of the author.

## Contributors

BRUNO LASKER is well known as the author of many works relating to problems of race and immigration. Especially notable is his book, *Race Attitudes in Children*, which is considered a classic in this field.

AFTON SMITH, associate in parent education at the Iowa Child Welfare Research Station, State University of Iowa, is prominently identified with parent-teacher work in her state. She has contributed notably to the rapidly growing parent education literature.

GEORGE S. COUNTS is nationally known as one of the outstanding educators, lecturers, and philosophers in this country. As author of numerous publications, he has been influential in defining clearly the tasks of education in the present crisis. Among his chief works is *The Education of Free Men in American Democracy*, a volume prepared for the Educational Policies Commission.

ADA HART ARLITT is professor and head of the Department of Child Care and Training, University of Cincinnati, and chairman of the Committee on Parent Education of the National Congress of Parents and Teachers. A large part of our present understanding of child nature is due to her fruitful efforts in college teaching, writing, and professional consultation with parents throughout the country.

CAROL RYRIE BRINK is a widely popular author of books for children. Her serious interest in providing her children and other young people with training for family living led her to serve as a member of the commission created by the American Association of School Administrators to prepare the yearbook *Education for Family Life*.

HAROLD H. ANDERSON, recognized leader in childhood education, has for the past several years been a member of the Department of Psychology, University of Illinois. From the point of view of both educator and father, Dr. Anderson has written several books on problems of practical importance to parents.

KATHARINE WHITESIDE TAYLOR is consultant in family life education at the University of Washington, Seattle. From the parents with whom she has worked, from the children she has guided, and from experiences in the upbringing of her own three children she has garnered the wisdom which is evident in her widely read books and articles.

MIRIAM E. LOWENBERG is a specialist in the field of education for young children. She has become well known through her teaching of child development and through her many articles on various phases of home management and child care.

HOWARD BRAUCHER, president of the National Recreation Association, contributes this month's editorial.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Roger Scott, President, and Emma Brookmire, Field Secretary, Wisconsin Congress; Mrs. P. V. Thorson, President, New Mexico Congress; Mrs. F. Russell Lyon, President, Illinois Congress, and Walter B. Eriksen, Principal, Garfield School, Maywood; and Mrs. M. E. Richards, President, Colorado Congress of Parents and Teachers.